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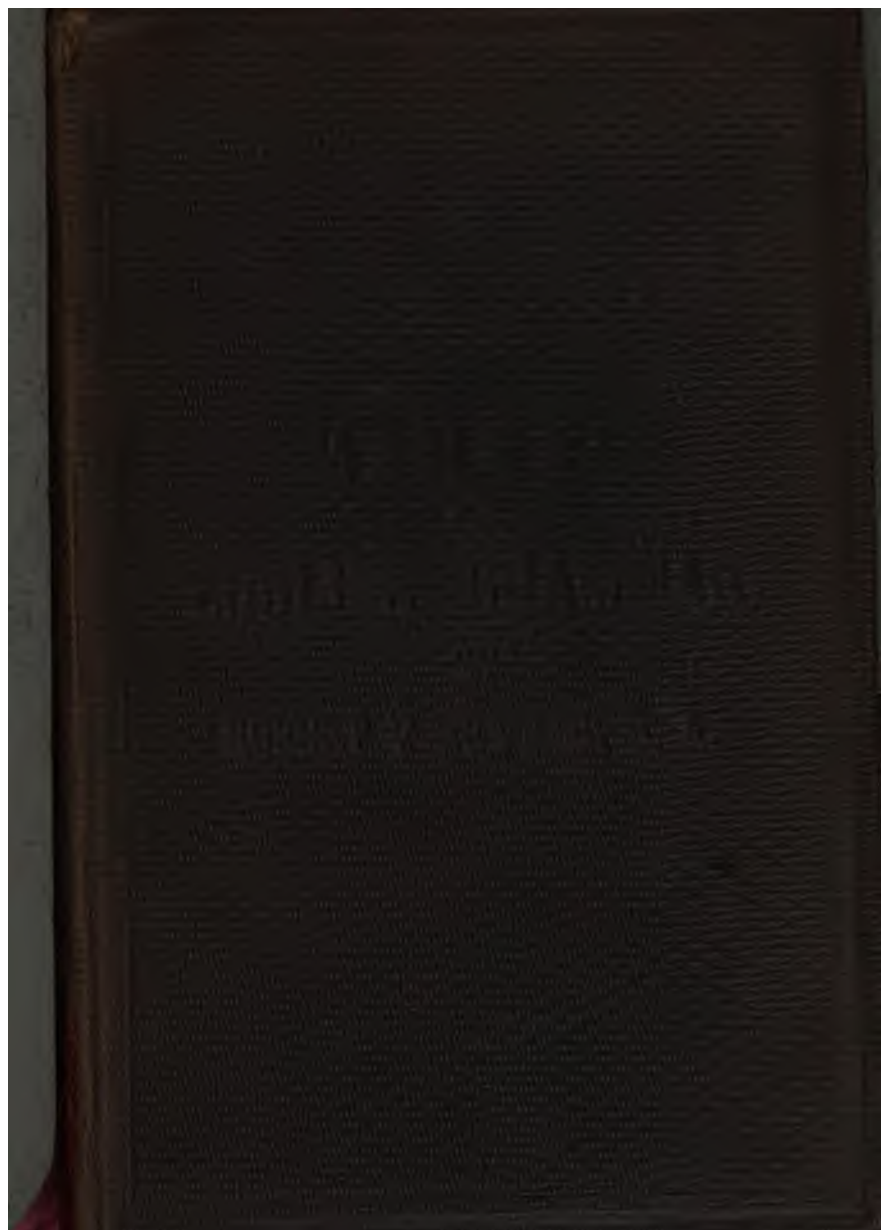
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A MANUAL
OF
ENGLISH GRAMMAR,
INCLUDING THE
ANALYSIS OF SENTENCES,
WITH COPIOUS EXERCISES.

BY
ROBERT FREDERICK BREWER, B.A.
Author of "Outlines of English History," &c.



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P R E F A C E .

The object of this little work is to present the essentials of English Grammar in a simple, methodical, and cheap form. In it the writer has endeavoured to be sufficiently easy for beginners, as well as to embrace all that is absolutely necessary for a complete knowledge of the subject, thus obviating the use of two separate books.

But few explanations have been introduced, and these are intended more for junior teachers than for the pupils, the writer being convinced that boys seldom read them, and that they can be given much better *viva voce*. Simple definitions and clearly expressed rules are all that a boy requires from his text-book, and these he should be expected to commit to memory. For minute explanation and illustration he naturally looks to his teacher, whose business it is to colour up and vivify these dry matters of fact. The system that is still very much in vogue, especially in the early stages of education, of throwing the onus of the work upon the boy, and making the teacher a mere questioning machine, cannot be too strongly condemned.

As far as practicable what is old and well known has been adhered to ; for children are so often removed from school to school that, unless there is some uniformity in the text-books made use of, they have to unlearn under one master what they learned under another. Strict logical accuracy in definition and division has not been attained, nor even aimed at in every case ; nor has the writer thought fit to introduce any startling innovations, or to call old faces by new names. Wherever a well-known definition appeared to him to be unmistakable he has not scrupled to adopt it ; at the same time the results of modern scholarship have been incorporated wherever they appear to be needed.

The writer relies most upon the simplicity and systematic arrangement of the work, and has every confidence in saying that it contains nothing that will have to be unlearned in studying larger treatises on the subject.

A MANUAL OF ENGLISH GRAMMAR.

ENGLISH GRAMMAR.

English Grammar is the art of speaking and writing our language correctly.

It is divided into four parts, Orthography, Etymology, Syntax, Prosody.

Orthography treats of letters.

Etymology, of words.

Syntax, of sentences.

Prosody, of poetry.

ORTHOGRAPHY.

Orthography is that part of grammar which treats of letters, their names, sounds, and the formation of them into syllables and words.

A **letter** is a mark which represents a vocal sound.

There are 26 letters in English, which are called collectively the *Alphabet*.

Each letter has two shapes, one called a *capital*, the other a *small letter*, e.g.,

A, B, C, D, &c.

a, b, c, d, &c.

Let it at once be distinctly noted that the *names* we give to the letters and their *sounds* are two totally different things; e.g. the name *aitch* (h), and the sound, which is merely a breathing.

Letters are of two kinds, vowels and consonants.

A **Vowel** is a letter that forms a perfect sound by itself.

They are a, e, i, o, u, and w and y when not at the beginning of a word or syllable.

A **Consonant** is a letter that cannot form a full, open sound, unless joined to a vowel.

Here let the teacher illustrate the difference between the *sounds* of the vowels and the consonants, which can only be done *vivâ voce*.

There are in the English language about 36 different sounds, to represent which we have only 26 letters, and of these 4 are unnecessary; our alphabet is therefore both *deficient* and *redundant*. To make up for these imperfections we have two resources:—

(1) By allowing one letter to represent several sounds.

(2) By giving one sound to two letters, *e. g.*:—

- | | | |
|-----|----------|--|
| (1) | <i>a</i> | has four different sounds, as in fate, fat, far, fall. |
| | <i>e</i> | has three " " " scheme, den, open. |
| | <i>i</i> | has two " " " dine, din. |
| | <i>o</i> | has three " " " so, sot, prove. |
| | <i>u</i> | has three " " " tube, tub, pull. |

Some of these sounds, too, are not always represented by the same letter, sometimes even by two or three letters, *e.g.*, dirt, hurt; duty, dew, beauty; son, sun; pail, tale; odour, boat; sir, her; vow, plough, out; off, cough, laurel, &c.

(2) *th, sh, ph, ng*, stand for one sound each.

c, j, and *k* are the *redundant* letters, and *x* is really a double letter, being equal to *ks*.

l, m, n, r are called *liquids*, because they easily combine with any other sound.

h is called the *aspirate*.

The remaining ten consonants are called *mutes*,* and consist of five pairs, called sharp and flat mutes.

* The *mutes* are sometimes classified according to the organs of speech by which they are pronounced, *i. e.* into *labials, dentals, and gutturals*.

The English Alphabet may therefore be thus arranged :—

VOWELS.	SEMI-VOWELS.	LIQUIDS.	MUTES.		REDUNDANT LETTERS.	ASPIRATE.
a	w	l	Flat.	Sharp.	c	h
e	y	m	b	p	j	
i		n	v	f	q	
o		r	d	t	x	
u			g	k		
			z	s		

When two vowels are used to make one sound they are called a *diphthong* ; as, *oy* in boy.

When three vowels are so used they constitute a *triphthong* ; as, *iew* in view.

A **Syllable** is a word, or part of a word, forming one distinct sound.

Words are articulate sounds, or written characters which represent those sounds, used as signs to convey our ideas.

A word of one syllable is called a *monosyllable*, as, truth.

A word of two syllables is called a *disyllable*, as, un-truth.

A word of three syllables is called a *trisyllable*, as, un-truth-ful.

A word of more than three syllables is called a *polysyllable*, as, un-truth-ful-ly.

ETYMOLOGY.

Etymology is that part of grammar which treats of words, their classification, inflection, and derivation.

By **Classification** is meant the placing of words into different classes or divisions ; as, noun, verb, adjective.

Inflection is the change in spelling that words undergo to mark an alteration in their meaning ; as, box, boxes ; ride, rode, ridden.

Derivation treats of the origin and history of words ; thus, from *heal* come health, unhealthy ; from the Latin *scrib* come scribe, scripture, subscription.

ON THE CLASSIFICATION OF WORDS.

Words are divided into eight classes, which are called *Parts of Speech* ; these are :—

Noun.
Adjective.
Pronoun.
Verb.
Adverb.
Preposition.
Conjunction.
Interjection.

The most important as well as the largest classes of words are the *Noun* and the *Verb*.

THE NOUN.

A Noun is the name of anything ; as, Tom, York, book, truth.

Nouns are of three kinds, Proper, Common, and Abstract.

A Common noun is a name which is common to all things of the same kind ; as, boy, river, metal.

A Proper noun is the name of some particular thing ; as, Fred, Paris, Vesuvius.

An Abstract noun is the name of something which we can only conceive in our minds as existing apart from something else ; as, beauty, health, flight.

Proper nouns always begin with a capital letter.

When a noun denotes a number of individuals taken together it is called a **collective noun** ; as, mob, flock, committee.

Names of actions ending in *ing* are distinguished as **participial nouns** ; as, sleeping.

Adjectives are sometimes used as nouns ; as, the *lazy* will be punished.

Proper nouns sometimes become common, and vice-versa ; *e. g.* as strong as a Samson ; I am going to the Park (when some particular one is meant).

THE VERB.

A verb is a word which expresses being, doing or suffering ; * as, I am, I kick, I am kicked.

Verbs are of two kinds, transitive and intransitive.

A transitive verb expresses action which passes over to an object ; as, He kicked me.

An intransitive verb has no object ; as, He ran off.

Verbs may be divided in many different ways according to the view we take of them : *e. g.*

- | | |
|------------------------------------|------------------------------------|
| 1.—Transitive and
Intransitive. | } as to the <i>kind</i> of action. |
| 2.—Regular and
Irregular. | |
| 3.—Principal and
Auxiliary. | |

} as to their *form*.

} as to their *use*.

A regular verb forms its past tense and perfect participle by adding *d* or *ed* to the present ; as, walk, walked, walked.

An irregular verb does *not* form its past tense and perfect participle by adding *d* or *ed* to the present ; as, write, wrote, written.

A principal verb is one which can be used by itself ; as, He writes, they ran.

* Or, a verb is a word which asserts ; or, denotes action or a state of existence.

An **auxiliary** verb helps other verbs to form their moods and tenses ; as, I *will* go, she *can* read.

There is still another important class of verbs which differ in their use from any that have been mentioned above ; they are called *copulative* verbs ; such as, be, become, seem, grow, &c.

A **copulative** verb is used to join a subject to a predicate ; as, He *is* foolish, she *grows* tall.

THE ADJECTIVE.

An Adjective is a word that qualifies, or limits the meaning of, a noun ; as, a sour orange, six shillings.

The name *adnoun* would be better.

Adjectives are of three kinds:—(1) those that qualify ; (2) those that express quantity ; (3) those that distinguish.

- (1) Adjectives of **quality** express some property or accident of the thing ; as, a lazy boy, a dreadful explosion.
- (2) Adjectives of *quantity*, or **numeral** adjectives, express the number or amount of the thing ; as, seven days, any time.

There are three kinds of numeral adjectives, definite, indefinite, and distributive.

(a.) *Definite numerals* express the exact number or quantity of the thing. They are either (a) *Cardinal*, as, one, two, three, &c. ; or (β) *Ordinal*, as, first, second, third, &c.

(b.) *Indefinite numerals* do not express an exact quantity ; as, some money, any class. The chief are, many, much, more, any, few, several, some.

No and *none* may be regarded as the zero of numerals.

(c.) The *Distributive numerals* are, each, every, either, neither.

- (3) Adjectives that *distinguish*, or **demonstrative** adjectives, point out the thing meant ; as, that door ; the book I gave you. They are *a*, *the*, *this*, *that*, and sometimes *such*, *same*, *yon* or *yonder*.

The demonstrative adjectives *a* and *the* are generally called **Articles**.

Adjectives are often formed from proper nouns ; they should then be called *proper adjectives* ; e.g., American Cheese, Platonic affection.

Other parts of speech are frequently used as adjectives ; e.g., *a gold ring*, *the rising sun*, *the down train*.

THE PRONOUN.

A Pronoun is a word that is used instead of a noun, as, Sam was punished because *he* did not know *his* lessons. Pronouns are divided into three* classes: *Personal*, *Relative*, and *Interrogative*.

A Personal pronoun simply stands for a noun; they are I, thou, he, she, it.

A Relative pronoun, besides standing for a noun, joins and relates one sentence to another; they are *who*, *which*, *that*, *what*, and sometimes *as*; e. g., The person who did it knew well the trouble that must follow.

Who is used in reference to persons only; *which* to animals and things; *that* to either persons or things. *What* is called the *compound relative*, as it includes both the relative and the antecedent; e. g., I know what you want.

An Interrogative pronoun is used in asking questions; they are, who? which? what?

One of the forms of the possessive cases of personal pronouns is generally called a *possessive pronoun*. †

The demonstrative adjectives *this* and *that* when used without a noun following, are called *demonstrative pronouns*; as, Bring that here.

One, *any*, *other*, &c., are frequently used as *indefinite pronouns*; as, One feels hurt at such treatment; I don't want any.

When *self* is joined to the personal pronouns, *own* to the possessives, and *ever* or *soever* to the relatives and interrogatives, they form *compound pronouns*.

* The most complete division is into pronouns *substantive*, and pronouns *adjective*, but as each of these requires many sub-divisions, it is too complicated for a little work like this.

† The personal pronouns have a double form for the possessive case, as, my, mine; her, hers; one being always followed by a noun, the other not. The former, partaking of the nature of adjectives, should be called *possessive pronouns*, the latter possessive cases of personals.

THE ADVERB.

An Adverb is a word that modifies the meaning of a verb, an adjective, or another adverb ; as, He runs fast ; you are uncommonly rude ; I know it too well.

Adverbs are divided into those of Time, Place, Manner, Degree, &c. ; *e.g.*,

Time : now, then, always, presently, soon, once, to-day.

Place : here, yonder, thence, far, off, aloft.

Manner : well, so, fast, quickly, quietly.

Degree : very, too, nearly, quite, exceedingly.

Affirmation, Negation, Doubt : yes, not, perhaps, &c.

Adverbs often consist of two or more words ; as, in vain, at present, not at all, hand to hand, &c. ; these should be called *adverbial phrases*.

Many adverbs connect sentences, as well as modify attributes, *e.g.*, I will go *where* I please : these should be called *adverbial conjunctions*.

THE PREPOSITION.

A Preposition connects words and shows the relation between them ; as, They left because of the fever ; he jumped over the hedge into the ditch.

The relations expressed by Prepositions are of Time, Place, Cause, Instrument, &c. Some of the most common prepositions are—of, on, to, at, in, by, for, up, with, from, under, above, against, across, until, towards, through, amidst, &c.

They often consist of two or more words ; *e.g.*, for the sake of, in accordance with, in spite of.

Prepositions should be clearly distinguished from adverbs ; *e.g.*, get *on*, he rode *behind* (Adverbs) ; get *on* the wall, he rode *behind* his uncle (Prepositions).

THE CONJUNCTION.

A Conjunction is a word that joins sentences, or parts of sentences together; Tom and Harry were punished although their aunt was there.

Conjunctions * are of three kinds, Copulative, Disjunctive, and Causal.

A copulative conjunction adds one statement to another; as, He is merciful *as well as* just.

A disjunctive conjunction separates one statement from another; as, He must do it *or* go.

A causal conjunction connects statements that depend one upon the other; as, Tom was plucked *because* he had been lazy.

Copulative conjunctions are like a plus sign (+) in arithmetic.

Disjunctive " " minus " (—) "

Causal " " the logical " (∴ ∴) "

Many Conjunctions consist of several words; e.g., inasmuch as, in order that, seeing that, &c.

Some Conjunctions are used in pairs; as, either—or; on the one hand—on the other hand. One of them is said to be correlative with the other.

Some Adverbs are used as Conjunctions, and are then called Adverbial Conjunctions; e.g., I'll pay you when I can afford.

It will be seen, when the pupil gets a little further on, that the fundamental distinction between Prepositions and Conjunctions is, that the former connect notions, the latter sentences.

THE INTERJECTION.

An Interjection is a sudden exclamation; as, O! Ah! Bah!

These can hardly be considered as words—they are little more than mere animal cries, like the bark or yelp of a dog.

* Let it here be made clear to the pupil that many other kinds of words besides conjunctions connect; viz., prepositions, relative pronouns, certain adverbs, and copulative verbs; but that conjunctions join only, whilst the rest perform other functions as well.

NOTIONS AND RELATIONS.

Besides the divisions of words into Parts of Speech, all words may be comprised under two heads, viz., *notional* and *relational* words. *

A **notional word** has a meaning in itself, and calls up some image or picture in the mind ; as, tree, red, run.

A **relational word** has no meaning in itself, but expresses some relation between notional ones ; as, a blow *on* the nose, a yard *of* silk.

All words therefore are,

- | | | | | |
|-------------------------------|---|-----------------------|---|-----------------------|
| either | { | Noun, | } | Names of things. |
| 1. <i>Notional</i> , as the | | Pronoun. | | |
| | { | Verb, | } | Attributes of things. |
| | | Adjective,
Adverb. | | |
| or | { | Preposition, | } | |
| 2. <i>Relational</i> , as the | | Conjunction. | | |

Interjections can hardly be considered as words, and really come under neither head.

From what has been before said it will be seen that *copulative verbs*, and *adverbial conjunctions*, are really relational words.

* In order to show clearly to the pupil the relative importance of the different classes of words, the following methods may be made use of.

(1.) We have about 40,000 different words in our language, the number in each part of speech is about as follows :—

Nouns	...	...	...	20,000
Adjectives	...	...	...	9,200
Verbs and Participles				8,000
Adverbs	...	...	...	2,600
Prepositions	...	...		70
Interjections	...	...		70
Pronouns	...	...	...	40
Conjunctions	...	...		20
Articles	...	...	...	2

40,002

It must be noticed, however, that the words of the smaller classes occur most frequently.

ON THE INFLECTION OF WORDS.

Inflection is a change in the spelling of a word to show some alteration in its meaning ; as, man, men ; sweet, sweeter ; walk, walked.

Our language has very little inflection now, though the Anglo-Saxon, from which it is derived, had a great deal. The Latin language is rich in inflection, as will be seen from the following example. The word *boy* with us has only four forms,—boy, boy's, boys, boys' ; while in Latin the word *puer*, a boy, has seven forms,—puer, pueri, puero, puerum, puerorum, pueris, pueros. In verbs the difference is still greater, and in the Greek language greater still.

The want of inflection in English is made up by the use of prepositions and auxiliary verbs.

All *notional* words are inflected, *relational* words are not.

Nouns are inflected in number, gender, case.

Pronouns " " person, number, gender, case.

Verbs " " mood, tense, number, person.

Adjectives " " degrees of comparison.

Adverbs " " " "

(2.) All words may be gathered into three heaps, thus :—

Words denoting things. = Nouns. { *Pronouns* belong to this heap, as they stand for nouns, and *adjectives* too, as they are always joined to nouns.

Words denoting actions. = Verbs. { *Adverbs* belong to this pile, as they are generally attendants on verbs.

Relations between things. = Prepositions. = Conjunctions.

INFLECTION OF THE NOUN.

Nouns are inflected in number, gender, and case.

1. Number.

Number is the distinction between one and more than one.

There are two numbers,—*Singular* and *Plural*.

Singular denotes one,—*Plural* more than one.

The plural is formed from the singular in the following ways:—

- (a) By adding *s* ; as, boy, boys.
- (b) By adding *es* when the singular ends in *s*, *sh*, *ch* (soft), *x*, or *o* ; as kiss, kisses ; hero, heroes.

Except *quartos*, *grottos*, *cantos*, and proper names like *Catos*, *Scipios*.

- (c) When the singular ends in *y* preceded by a consonant, the *y* is changed into *ies* ; as lady, ladies.

When a vowel comes before the *y*, *s* only is added ; as, day, days.

- (d) When the singular ends in *f* or *fe*, the plural is in *ves* ; as loaf, loaves ; wife, wives.

Except *roof*, *hoof*, *turf*, *stuff*. *Staff* has two plurals, *staffs* and *staves*, but each has a different meaning.

- (e) Some nouns of Saxon origin add *en* ; as ox, oxen.

Kine, e'en, shoon, &c., come under this rule.

- (f) Some Saxon nouns change the vowel in the middle of the word : as, mouse, mice ; tooth, teeth.

Some nouns have *no plural form* ; as, deer, salmon, grouse.

Others have *no singular form* ; as, scissors, oats, news, goods.

Some have a *double plural form*, each of which has a different meaning ; as, brothers, brethren ; dies, dice ; fish, fishes ; pence, pennies.

Most nouns of *foreign origin* have the plural of the language they belong to ; as, axis, axes ; focus, foci ; phenomenon, phenomena.

When, however, any such word has been in use with us for a long time, we often give it our own plural ; as, memorandums (or—da), terminuses (or—mini), formulæ (or—las).

In *compound words*, when the parts have coalesced, the sign of the plural is put to the end ; as, spoonfuls ;—when they have not coalesced, it is put to the most important part of the compound ; as, courts-martial, lordmayors, princes of Wales, fathers-in-law.

The *plural of proper names* is a frequent source of error ; when only single words they are dealt with according to the ordinary rules ; e. g. We have two Smiths, and four Joneses in the school : when they are of two words the mark of the plural may be put to either, as the Misses Thompson, or the Miss Thompsons.

2. Gender.

Gender is the Distinction of Sex.

There are two genders—*Masculine* and *Feminine*.

Masculine denotes the male kind ; *feminine* the female kind.

When a noun is neither one nor the other it is called *neuter*.

„ „ either „ or „ „ *common*.

Nouns *feminine* are distinguished from nouns *masculine* in three different ways ;

(a) By an *affix*, such as, *ess*, *ix*, *ine*, &c.* e. g.—

Abbot	—	Abbess.
Duke	—	Duchess.
Jew	—	Jewess.
Lion	—	Lioness.
Executor	—	Executrix.
Hero	—	Heroine.

(b) By a *prefix*, such as, *he*, *she* ; *cock*, *hen*, &c., e. g.—

He goat	—	She goat.
Bull calf	—	Cow calf.
Jack ass	—	Jenny ass.

* *Ster* was once a very common feminine ending, as seen in *spinster*, *brewster*, *baxter*, *huckster*, &c., but with the exception of the first example it has lost its feminine meaning. The ending *ess* is from the Norman-French, and represents the Latin *ix*. *En* or *in* is a feminine suffix in many European languages—we see it in *vixen*, *carlin*, *Czarina*, *Caroline*, *Pauline*.

(c) By an entirely *different word*, e. g.—

Husband	—	Wife.
King	—	Queen.
Nephew	—	Niece.
Gander	—	Goose.
Horse	—	Mare.

Neuter nouns are sometimes personified, and then are either masculine or feminine. Thus we speak of *sun* as he, of a *ship* as she, &c.

3. Case.

Case is the form or position which a noun or pronoun takes to show its relation to some other word in the sentence.

The words that affect case are Transitive Verbs and Prepositions.

There are three Cases in English—*Nominative*, *Possessive*, and *Objective*.

The **Nominative** Case comes before the verb, and is the *subject* of the action; as, Mary ran away, and Tom followed her.

The **Objective** case comes after a transitive verb, or a preposition, and is the *object* of the action; as, He kissed her under the mistletoe.

There is no difference in *form* in English nouns between the nominative and objective cases, and they can only be distinguished by the *sense*. Compare, Tom hurt Mary, with Mary hurt Tom.

The **Possessive** case denotes possession, or origin, and is known by an apostrophe* and s ('s or s'); as, John's top; the boys' books, the sun's attraction.

* The use of the apostrophe is of recent origin. The possessive or genitive case formerly ended in *es*, as, "in Godes name," "for Christes sake;" but as the plural of many nouns was in *es*, the two were liable to be confounded, consequently the apostrophe was introduced to mark the omission of the *e* in the possessive.

The possessive case is formed from the nominative as follows :

- (a) *When the noun, whether singular or plural, does not end in an s sound, add an apostrophe and s ;* as, lady, lady's ; women, women's.
- (b) *When the noun, whether singular or plural, does end in an s sound, add an apostrophe only ;* as, Moses, Moses' ; boys, boys' ; for conscience' sake.

EXCEPTION. *When a noun singular already ends in an s sound, but in pronouncing it in the possessive case another syllable is formed, add an apostrophe and s ;* as, James's coat. Mr. Ross's house, the prince's motto, Bass's beer.

The position of the apostrophe and s in *compound terms* is hardly settled yet, though usage (the real authority in such matters) seems to prefer treating the whole expression as an inflected noun ; thus, The Queen of Spain's physician ; anybody else's opinion ; Smith of Hyde Park Corner's son.

INFLECTION OF THE ADJECTIVE.

Adjectives of quality are inflected in *degrees of comparison*.

There are three degrees of comparison—the *Positive*, *Comparative*, and *Superlative*.

An Adjective is in the **Positive** degree when in its simplest form ; as, sweet, beautiful, little.

The **Comparative** degree expresses a higher, or lower degree of the quality ; as, sweeter, more beautiful, less.

The **Superlative** expresses the highest, or lowest degree of the quality ; as, sweetest, most beautiful, least.

The Comparative and Superlative are formed from the Positive by adding *er* and *est*, or by prefixing *more* and *most* respectively ; as, long, longer, longest ; splendid, more splendid, most splendid.

Whether "er" and "est," or "more" and "most" are used depends entirely on euphony.*

Some adjectives add *most* to the end of the word ; as, hind-most, uppermost ; or prefix *less* and *least*.

Many adjectives are compared irregularly ; as,

Good	—	better	—	best. †
Bad	}	— worse	—	worst.
Ill				
Little	—	less	—	least.
Much	—	more	—	most.
Fore	—	former	—	foremost or first.
Late	—	later	—	latest or last.

Demonstrative adjectives are inflected as follows :—

This (singular) — these (plural).

That „ — those „

A becomes an † before the *sound* of a vowel, or a silent h.

Thē „ thē § „ „ „ „

In other languages, adjectives are inflected in number, gender, and case, and are made to agree with the nouns they qualify.

We can say, however, a good man, a good woman, a good dinner, though in other tongues the word good would be different in each case.

* The modern custom is for long words to take "more" and "most," short ones "er" and "est"; in Milton and Shakspeare, and even in Carlyle, however, we meet with such words as *virtuousest*, *artificialest*, *viciouslest*. With disyllables like *handsome*, *lively*, *pretty*, &c., it is entirely a matter of taste which method we adopt.

† Best, worst, and most are regularly formed from obsolete positives, *bet*, *weor*, and *moe* respectively.

‡ Many modern writers of eminence still use such expressions as an union, an university, but the prevailing custom is as stated above. A becomes an before the aspirate when sounded, if the accent is on the second syllable of the word ; e.g. a history ; an historical painting.

§ It may be alleged that this is hardly a case of inflection ; a change of *form* it certainly is not, but it is a very important one of *sound*, and cannot be too strongly impressed upon boys as a direction in reading.

INFLECTION OF THE PRONOUN.

Pronouns are inflected in person, number, gender, and case.

There are three persons,—first, second, and third.

The *First* person denotes the speaker ; as, I, we.

The *Second* person denotes the person spoken to ; as, Thou, you.

The *Third* person denotes the person or thing spoken of ; as, He, them.

Number, gender, and case have already been treated of.

Personal Pronouns.

Person.	Gender.	Singular.			Plural.		
		Nom.	Poss.	Obj.	Nom.	Poss.	Obj.
1st	(common)	I	*mine	me	We	ours	us
2nd	(common)	Thou	thine	thee	You	yours	you
3rd	masculine	He	his	him	} They	theirs	them
3rd	feminine	She	hers	her			
3rd	(neuter)	It	its †	it			

Relative and Interrogative Pronouns.

Singular and plural.

Nom. Who.

Poss. Whose.

Obj. Whom.

Which, what, and that are indeclinable.

The possessive of which is of *which*, not *whose*.

The **Indefinite** pronouns are declined like nouns ; as,

Nom.	one	other	—	others.
Poss.	one's	other's	—	others'.
Obj.	one	other	—	others.

* Take notice that the forms corresponding to these possessive cases, viz., *my, thy, his, her, our, your, their*, which cannot be used absolutely, are generally called *possessive pronouns*.

† The word *its* is, comparatively, a recent form in the language, being introduced about the end of the 16th century. It never occurs in the authorised translation of the Bible, and but seldom in Milton and Shakspeare ; *his* was used instead of it.

INFLECTION OF THE VERB.

(See the definitions of the different kinds of Verbs, page 5.)

Verbs are inflected in *Voice, Mood, Tense, Number, Person*

There is really very little inflection of English Verbs, but the want of it is more than made up by the use of Auxiliaries.

1. **Voice** is the form of the verb which shows whether the subject does the action or suffers it.

There are two voices, *Active* and *Passive*.

A verb is in the **Active Voice** when the subject does the action ; as, I struck him.

A verb is in the **Passive Voice** when the subject suffers the action ; as, I was struck by him.

The *Passive Voice* is made up of some part of the verb to *be*, joined to the perfect participle of a transitive verb.

Intransitive verbs have, usually, no passive voice.

2. **Mood or Manner** is the form of the verb according to the manner in which the assertion is made.

There are four moods in English ; Indicative, Imperative, Subjunctive, Infinitive.

The **Indicative** mood simply asserts the action as a matter of fact ; as, I go, they spared him.

The **Imperative** mood asserts the action in the form of a command or entreaty ; as, go ; spare me.

The **Subjunctive** mood asserts the action as uncertain or conditional ; as, If he go we shall be sure to meet ; though he spare me I shall hate him.

The **Infinitive** mood is the name of the action without any limitation ; as, To go ; to spare.

To these forms a fifth is generally added which is called the **Potential** mood. It asserts the action as a wish, or it implies the power, permission, or obligation to do it. As, however, it has no separate form, but is entirely made up of

certain auxiliaries joined to the infinitive of the principal verb, it belongs to syntax rather than etymology; *e. g.*, I can go = the auxiliary *can* joined to the infinitive *go*.*

3. Tense, or time, is the form of the verb which shows when the action takes place; as, I go, I went, I shall go.

There are three tenses, the *Present* the *Past*, and the *Future*; but in English there are only *two* which are distinguished by a separate form—the present and the past; as, I write, I wrote; I talk, I talked.

The future tense is formed by the use of *shall* and *will*.

To express all the relations of time, each of these three tenses is divided into two—a *perfect* and an *imperfect*.

The tenses may therefore be arranged as follows:—

Present	{ Imperfect—I walk, or am walking.
	{ Perfect—I have walked, or have been walking.
Past	{ Imperfect—I walked, or was walking.
	{ Perfect—I had walked, or had been walking.
Future	{ Imperfect—I shall walk, or shall be walking.
	{ Perfect—I shall have walked, or shall have been walking.

4 and 5. Number and Person.

These present no difficulty, as they depend upon the nominative to the verb.

* The whole question of *mood* in English grammar has given rise to much diversity of opinion. Some declare that we should recognise six different moods; others contend that, by supplying ellipses, all forms of the verb can be reduced to the indicative or simply assertive mood. We shall find, however, by a careful survey of all our verbs, that we have *four distinct forms* by which we express the various modes of actions,—not existing in every verb, but certainly existing in some; and, therefore, taking language as we find it, four different moods must be recognised, as above. This subject will be again alluded to, and further exemplified under the head of conjugation.

PARTICIPLES.

Besides the forms mentioned above, nearly all verbs have other parts which are called participles.

A participle is a part of a verb which partakes of the nature of an adjective as well as of a verb ; as, She was screaming (verb) ; a screaming child (adjective).

Verbs have two participles, an imperfect and a perfect.

An *imperfect* participle always ends in *ing* ; as, walking.

A *perfect* participle ends in *d* or *ed* if the verb is regular ; in *en*, *t*, &c. if irregular ; as, learned, written, sung, put.

When used as verbs, participles are always joined to auxiliaries ; as adjectives, they predicate actions of things, without formally asserting them.

The real nature of infinitives and participles presents difficulties with which the pupil cannot be too soon made acquainted. The infinitive is really a noun, and was formerly declined as such. The sign *to* belonged only to the dative case, which was, and still should be, called the *gerund*, the distinguishing feature of which is that it expresses purpose or fitness, &c., and always is preceded by a preposition. It sometimes has the form of the infinitive, and sometimes of the imperfect participle. What therefore is often called the infinitive mood of a verb is the *gerund*, *to* being no distinctive mark of the former, but nearly always of the latter. Formerly there was a separate ending to the infinitive, the *gerund*, the imperfect participle, and the participial noun ; *e. g.* writ-an (*inf.*), writ-enne (*gerund*), writ-ende (*part.*), and from some verbs a noun in *ung* ; but all these different terminations have, at length, given way to *ing*. Even the infinitive frequently takes the form *ing*, while the sign *to* may mark the *gerund*, or the infinitive. Some little light may be thrown upon this rather intricate question by the following examples :—

Lying is deceiving.	}	Infinitives or nouns.
To lie is to deceive.		
He came to know my intentions.	}	Gerunds.
Fools who came to scoff remained to pray. Fit to eat.		
I blame him for doing it.		
The house is a building.		

Hearing the noise, I came out.	}	Participles.
She was looking at me.		
He is a daring rogue.		
This is a corrected copy.		
Writing is a useful art.	}	Nouns.
She is fond of dancing.		
A walking stick		Noun used as an adjective.

AUXILIARY VERBS.

Auxiliary Verbs help other verbs to form the moods and tenses which we have no inflection for.

It should be noted that some of them are often used as principal verbs.

The Auxiliaries may be classified, according to their use, as follows :—

Be	—	Auxiliary of voice.
Do	}	,, tense.
Have		
Shall		
Will		
May	}	,, mood.
Can		
Must		

Be, besides being joined to perfect participles to form the *Passive voice*, is joined to imperfect participles to form what is called the *Progressive Conjugation* of verbs.

Do, and its past tense *did*, form the *emphatic conjugation*, besides being greatly used interrogatively.

Have is the regular auxiliary of the present perfect tense, and *had* of the past perfect.

These three are often used as principal verbs.

Shall and *will* are used to form the future tense—the idiomatic use of them will be explained below.*

May, can, must, and their past tenses *might* and *could*, together with the past tenses of *shall* and *will*, are joined to the infinitives of other verbs to express the power, likelihood, or obligation of doing the act. They are generally regarded as forming the *potential mood*.

In parsing verbs the tense auxiliaries should never be separated from the principal verbs, but the mood auxiliaries always should. The reason for this is, that in the former case the two words joined convey but one verbal notion, while in the latter two distinct notions are expressed ; *e. g.*,

He should come.

Should—Verb aux., past tense, expressing obligation.

Come —Verb intrans., infinitive, present, after "Should."

Again —	Should }	Verb intrans., potential, past, 3rd per. sing.
	Come }	agreeing with "he."

CONJUGATION OF THE VERB.

To conjugate a verb is to go through all the different forms it assumes in its various moods, tenses, numbers, and persons.

This is a matter about which there is much difference of opinion. Some authorities contend that it should be restricted to those modifications in which an absolute change of ending is to be found ; others advocate the introduction of auxiliaries, in order that every shade of difference which is expressed in the dead languages by pure inflection, may find

* *Shall* and *will* sometimes express futurity only, and sometimes determination ; in the former case they are tense auxiliaries, in the latter they partake of the nature of mood auxiliaries as well ; *e. g.* I shall go, without emphasis being laid on the shall, implies simple futurity ; I will go, expresses determination as well as futurity. Their peculiar use as *tense* auxiliaries is as follows :—

In direct affirmative sentences—I shall, Thou wilt, He will, We shall, You will, They will.

In direct interrogative sentences—Shall I ? Shalt thou ? Will he ? Shall we ? Shall you ? Will they ?

In indirect sentences the idiom is too complex to be entered into here.

a corresponding form in English.* Examples will be given of each of these methods, and it would be well for the pupils to be thoroughly acquainted with the first, before hearing at all of the second.

A. Without the use of Auxiliaries.

The verb *Be*.

Chief parts: Present *am*, past *was*, perfect participle *been*.

Indicative.

	Singular.	Plural.
Present	1. I am.	We are.
	2. Thou art.	You are.
	3. He is.	They are.
Past	1. I was.	We were.
	2. Thou wast.	You were.
	3. He was.	They were.

Imperative.

Be.

Subjunctive.†

Present	1. (If) I be.	(If) He be.
	2. „ Thou be.	„ You be.
	3. „ He be.	„ They be.
Past	1. „ I were.	„ We were.
	2. „ Thou wert.	„ You were.
	3. „ He were.	„ They were.

* When we come to realize the fact that inflectional endings are, in many cases, nothing else than separate words that were formerly added to roots to vary their meanings, but which are now inseparably joined to them, it will be seen that our plan of prefixing auxiliaries is but a modification of the old method, and that the two systems are not so diametrically opposed as some people think.

† The real nature of the subjunctive mood is rarely understood. In the first place, it has a distinct *form*, differing from the indicative in the fact of its being alike in the singular and plural, and especially in taking no *s* in the third person singular, present; e. g., he writes (indic.), he write (subj.). In the verb *be*, above all others, we see the distinction between the two moods. Next, it has a difference in meaning, and, as

Infinitive.

(To) be.

Gerund.

To be, or being.

Participles.

Imperfect — Being.

Perfect — Been.

The Verb **HAVE**.Present *have*, past *had*, perfect part. *had*.*Indicative.*

	Singular.	Plural.
Present	1. I have.	We have.
	2. Thou hast.	You have.
	3. He has.	They have.
Past	1. I had.	We had.
	2. Thou hadst.	You had.
	3. He had.	They had.

*Imperative.***HAVE.**

will be shown hereafter, this is the real test of the subjunctive, since in many parts the forms of the two moods are identical. Both *doubt* and *futurity* must be implied if the verb is to be considered as in the subjunctive mood : *e. g.*, "I fear it will be dead and gone ere Robert come again ;" here we have a doubt expressed as to his coming, and of course futurity is implied, therefore *come* is subjunctive. Again, "He asked me if I threw the stone ;" here is uncertainty, but no futurity, therefore *threw* is indicative. Thus far is clear enough, but now comes the real difficulty. This *old form* of the subjunctive is gradually dying out amongst us, and the indicative is usurping its place ; *e. g.*, it is equally correct, now, to say—"if he *goes* I shall be sure to see him," or, "if he *go*," &c. : "if my time *was* to come over again," or, "if my time *were*," &c. Still the old form is very much used, and, perhaps, will never entirely become obsolete ; and besides, we shall always have it in our literature ; consequently it must never be excluded from English grammar. Whether in its modern, or in its ancient dress, a verb is still in the subjunctive mood whenever both doubt and futurity are implied in it.

Infinitive.

(To) have.

Gerund.

To have, or having.

Participles.

Imperfect—Having.

Perfect—Had.

The Verb **Do**.Present *do*, past *did*, perfect part. *done*.*Indicative.*

Present	1. I do.	We do.
	2. Thou doest.	You do.
	3. He does.	They do.
Past	1. I did.	We did.
	2. Thou didst.	You did.
	3. He did.	They did.

Imperative.

Do.

Infinitive.

(To) do.

Gerund.

To do, or doing.

Participles.

Imperfect — doing.

Perfect — done.

e verbs *may*, *can*, *shall*, *will*, have only two tenses, and on mood, viz., the indicative.

<i>Present.</i>	<i>Past.</i>
May.	Might.
Can.	Could.
Shall.	Should.
Will.	Would.

The verb **Walk.***(A model for the conjugation of all regular verbs.)*Present *walk*, past *walked*, perfect part. *walked*.*Indicative.*

Present	1. I walk,	We walk.
	2. Thou walkest.	You walk.
	3. He walks.	They walk.
Past	1. I walked.	We walked.
	2. Thou walkedst.	You walked.
	3. He walked.	They walked.

Imperative.

Walk.

Infinitive.

(To) walk.

Gerund.

To walk, or walking.

Subjunctive (Old Form).

Present	1. (If) I walk.	(If) We walk.
	2. „ Thou walk.	„ You walk.
	3. „ He walk.	„ They walk.
Past	1. (If) I walked.	(If) We walked.
	2. „ Thou walked.	„ You walked.
	3. „ He walked.	„ They walked.

Participles.

Imperfect	—	walking.
Perfect	—	walked.

The verb **Write**.*(A model for the conjugation of all irregular verbs.)*Present *write*, past *wrote*, perfect part. *written*.*Indicative.*

Present	1. I write.	We write.
	2. Thou writest.	You write.
	3. He writes.	They write.
Past	1. I wrote.	We wrote.
	2. Thou wrotest.	You wrote.
	3. He wrote.	They wrote.

Imperative.

Write.

Infinitive.

(To) write.

Gerund.

To write, or writing.

Subjunctive. (Old Form.)

Present	1. (If) I write.	(If) We write.
	2. „ Thou write.	„ You write.
	3. „ He write.	„ They write.
Past	1. (If) I wrote.	(If) We wrote.
	2. „ Thou wrote.	„ You wrote.
	3. „ He wrote.	„ They wrote.

Participles.

Imperfect—Writing.

Perfect —Written.

B. With the use of Auxiliaries.The verb **Teach**.Present *teach*, past *taught*, perfect part. *taught*.

Active voice.*Indicative.*

Present imp.	1. I teach.*	We teach.
	2. Thou teachest.	You teach.
	3. He teaches.	They teach.
Past imp.	1. I taught.	We taught.
	2. Thou taughtest.	You taught.
	3. He taught.	They taught.
Present perf.	1. I have taught.	We have taught.
	2. Thou hast taught.	You have taught.
	3. He has taught.	They have taught.
Past perf.	1. I had taught.	We had taught.
	2. Thou hadst taught.	You had taught.
	3. He had taught.	They had taught.
Future imp.	1. I shall teach.	We shall teach.
	2. Thou wilt teach.	You will teach.
	3. He will teach.	They will teach.
Future perf.	1. I shall have taught.	We shall have taught.
	2. Thou wilt have taught.	You will have taught.
	3. He will have taught.	They will have taught.

Imperative.

Teach.

* For the sake of simplicity the *ordinary* form of the verb is the only one given at length. After this is thoroughly mastered, the pupil may be shown that there are other ways of expressing the same, or very nearly the same, modifications of the verb, which he should repeat or write out *in extenso*. These are:—

1. The Simple form of conjugation, as, I praise—praised, &c.
2. „ Progressive „ „ „ I am praising—was praising, &c.
3. „ Emphatic „ „ „ I do praise—did praise, &c.
4. „ Paulo-post form of conjugation, as,

I am going	} to praise —	was going	} to praise.
or		or	
am about		was about	

Infinitive.

Present	—	(To) teach.
Perfect	—	(To) have taught.

Gerund.

To teach, or teaching.

Subjunctive (Old Form).

Present	1. (If) I teach.	(If) We teach.
	2. „ Thou teach.	„ You teach.
	3. „ He teach.	„ They teach.
Past	1. (If) I taught.	(If) We taught.
	2. „ Thou taught.	„ You taught.
	3. „ He taught.	„ They taught.
Future	1. (If) I should teach.	(If) We should teach.
	2. „ Thou should teach.	„ You should teach.
	3. „ He should teach.	„ They should teach.

Potential.

Present imp.	1. I may, can, or must teach.	We may, can, or must teach.
	2. Thou mayest, canst, or must teach.	You may, can, or must teach.
	3. He may, can, or must teach.	They may, can, or must teach.
Past imp.	1. I might, could, would, or should teach.	We might, could, would, or should teach.
	2. Thou mightest, couldst, wouldst, or shouldst teach.	You might, could, would, or should teach.
	3. He might, could, would, or should teach.	They might, could, would, or should teach.
Present perf.	1. I may, can, or must have taught, &c.	We may, can, or must have taught, &c.
Past perf.	1. I might, could, would, or should have taught, &c.	We might, could, would, or should have taught, &c.

Participles.

Imperfect	—	Teaching.
Perfect	—	Taught.
Compound perfect	—	Having taught.

Passive Voice.*Indicative.*

Present imp.	1. I am taught.	We are taught.
	2. Thou art taught.	You are taught.
	3. He is taught.	They are taught.
Past imp.	1. I was taught.	We were taught.
	2. Thou wast taught.	You were taught.
	3. He was taught.	They were taught.
Present perf.	1. I have been taught.	We have been taught.
	2. Thou hast been taught.	You have been taught.
	3. He has been taught.	They have been taught.
Past perf.	1. I had been taught.	We had been taught.
	2. Thou hadst been taught.	You had been taught.
	3. He had been taught.	They had been taught.
Future imp.	1. I shall be taught.	We shall be taught.
	2. Thou wilt be taught.	You will be taught.
	3. He will be taught.	They will be taught.
Future perf.	1. I shall have been taught.	We shall have been taught.
	2. Thou wilt have been taught.	You will have been taught.
	3. He will have been taught.	They will have been taught.

Imperative.

Be taught.

Infinitive.

Present — (To) be taught.

Perfect — (To) have been taught.

Subjunctive.. (Old Form.)

Present	1. (If) I be taught.	(If) We be taught.
	2. „ Thou be taught.	„ You be taught.
	3. „ He be taught.	„ They be taught.
Past	1. (If) I were taught.	(If) We were taught.
	2. „ Thou wert taught.	„ You were taught.
	3. „ He were taught.	„ They were taught.
Future	1. (If) I should be taught.	(If) We should be taught.
	2. „ Thou should be taught.	„ You should be taught.
	3. „ He should be taught.	„ They should be taught.

Potential.

Present imp.	1. I may, can, or must be taught.	We may, can, or must be taught.
	&c.	&c.
Past imp.	1. I might, could, would, or should be taught.	We might, could, would, or should be taught.
	&c.	&c.
Present perf.	1. I may, can, or must have been taught.	We may, can, or must have been taught.
	&c.	&c.
Past perf.	1. I might, could, would, or should have been taught.	We might, could, would, or should have been taught.
	&c.	&c.

Participles.

Present — Being taught.

Perfect — Having been taught.

IRREGULAR VERBS.

An irregular verb is one that does not form its past tense and perfect participle by adding d or ed to the present.

Regular verbs are sometimes called **weak verbs**, and irregular ones **strong**.

They may be divided into three classes; (1) those with only one form, (2) those with two forms, (3) those with three forms.

The chief of them are as follows :—

Class 1.

<i>Present.</i>	<i>Past.</i>	<i>Perfect Participle.</i>
Burst	burst	burst
Cut	cut	cut
Cost	cost	cost
Hit	hit	hit
Hurt	hurt	hurt
Let	let	let
Put	put	put
Set	set	set
Split	split	split
Spread	spread	spread
Sweat	sweat	sweat
Thrust	thrust	thrust

Class 2.

Abide	abode	abode
Beat	beat	beaten
Behold	beheld	beheld
Beseech	besought	besought
Bind	bound	bound
Bleed	bled	bled
Buy	bought	bought
Catch	caught	caught
Deal	dealt	dealt
Feed	fed	fed

<i>Present.</i>	<i>Past.</i>	<i>Perfect Participle.</i>
Find	found	found
Fling	flung	flung
Hear	heard	heard
Hold	held	held
Lay	laid	laid
Make	made	made
Meet	met	met
Rend	rent	rent
Say	said	said
Seek	sought	sought
Sell	sold	sold
Sit	sat	sat
Sleep	asleep	asleep
Stand	stood	stood
Teach	taught	taught
Tell	told	told
Weep	wept	wept
Wind	wound	wound

Class 3.

Am	was	been
Arise	arose	arisen
Bear (carry)	bore or bare	borne
Bear (bring forth)	bore or bare	born
Begin	began	begun
Blow	blew	blown
Break	broke	broken
Choose	chose	chosen
Cleave (cling to)	clave or cleaved	cleaved
Cleave (split)	clove or cleft	cloven or cleft
Clothe	clothed	clothed or clad
Dare (venture)	durst	dared
Do	did	done
Drink	drank	drunk
Eat	ate	eaten
Fall	fell	fallen
Fly	flew	flown

<i>Present.</i>	<i>Past.</i>	<i>Perfect Participle.</i>
Give	gave	given
Hew	hewed	hewn
Hide	hid	hidden or hid
Lie	lay	lain
Mow	mowed	mown
Rive	rived	riven
See	saw	seen
Sew	sewed	sewn
Sing	sang	sung
Sow	sowed	sowed or sown
Steal	stole	stolen
Stink	stunk or stank	stunk
Swear	swore	sworn
Swell	swelled	swollen
Tear	tore	torn
Wax	waxed	waxen
Weave	wove	woven
Write	wrote	written

It should be pointed out that mistakes occur most frequently in the verbs that exist in *pairs* as it were ; such as, *fall* and *fell*, *lie* and *lay*, *sit* and *set*, *dare* (venture) and *dare* (challenge), *teach* and *learn*, &c. On examination it will be seen that one of these is generally transitive, the other intransitive.

Besides the various kinds of verbs already mentioned, there are two other sorts that must be noticed ; viz., Impersonal and Defective verbs.

An **Impersonal Verb** is one in which the subject cannot be expressed in one word, but its place is supplied by the pronoun *it* ; as, It rains, It matters little.

A **Defective Verb** is one that is wanting in some of its principal parts : the chief are, beware, ought, quoth, and the mood auxiliaries.

INFLECTION OF ADVERBS.

A few adverbs, chiefly those of manner, are inflected by *Degrees of Comparison*, like adjectives.

- (1) Some by adding *er*, and *est*; as, soon, sooner, soonest.
- (2) Some by prefixing *more* and *most*; as, boldly, more boldly, most boldly.
- (3) Others irregularly; as, well, better, best; much, more, most.

ON THE DERIVATION OF WORDS.

The English language is derived mainly from the Anglo-Saxon, the language of the people who conquered our country after the Romans left it. It would, perhaps, be more correct to say that the English tongue is what was once called Anglo-Saxon, with words from many other languages grafted upon it. Taking the number of different words in our language at 40,000, about 30,000 of them are of the Saxon stock. Thus three out of every four words in our dictionaries form our "mother tongue" as a Saxon people, while the proportion of such words in ordinary speaking and writing is still higher. About 8,000, or one-fifth of our words, are borrowed from the Latin, either directly or through the French.* Of the remaining 2000, words of Greek and Celtic origin are the most numerous; while the Italian, Spanish, Arabic, &c. have each supplied us with a few.

The *Saxon* English words comprise all the short, easy words in the language, such as an Englishman never is at a loss for the meaning or application of. They include all the Articles, Pronouns, Auxiliary Verbs, Prepositions, and Conjunctions, besides the simpler words of the other classes.

The *Latin* words are mostly ecclesiastical, philosophical, scientific, or general terms.

The *French* words relate to rank, dignity, government, war, fashion.

The *Greek* words are nearly entirely technical and scientific.

The *Italian* words are terms in music and the fine arts, &c.

* *E. g.*, *Regal* and *legal* are direct from the Latin *reg* and *leg* respectively, while *royal* and *loyal* come from the same roots, but through the French *roi* and *loi*. Again, *persecute* and *pursue* are both from the Latin *sequor*, *secut*, but the latter reaches us through the French *suivre*.

A **Root** is a word or part of a word of whose origin we can give no further account; *e. g.*, son, love, strong, grass, *man*, and *fac* in manufacture.

A **Derivative** word is one formed from some other; as, lover, lovable; strength, strengthen; graze, grazier.

A **Prefix** is a particle put before a root to vary its meaning; as, fore-tel, ex-port, un-known, hemi-sphere.

An **Affix** is a particle put at the end of a root to vary its meaning; as, sing-er, drunk-ard, dar-ling, just-ice.

Some affixes added to roots form nouns, others adjectives, others verbs, &c.

It will easily be seen that, with comparatively few roots, very many different words may be formed by varying the particles; thus from the root *kin* we get kinsman, kind, kindness, unkind, kindly, &c.; from the Latin root *scrib* (scrip) we get scribe, scribble, inscribe, subscription, scripture, &c. In analysing and tracing the origin of words, we should be careful to give to each part its precise meaning and use; *e. g.*,

	<i>Prefix.</i>	<i>Root.</i>	<i>Affix.</i>
Ungodly,	un (not)	god (S. good)	ly (attributive ending)
Perspiration,	per (through)	spir (L. breathe)	ation (noun ending).
Injustice,	in (not)	just (S.)	ice (abstract noun ending)
Analyse,	ana (up)	ly (G. lu, loose, break)	(i)se (verbal ending).
Immaculate,	im (not)	macul (L. spot)	ate (adjective ending)
Emigrant,	e (out of)	migr (L. move)	ant (noun ending).
Sympathy,	sym (with)	path (G. feeling)	y (noun ending).
Triennial,	tri (three)	enn (L. ann. year)	ial (adjective ending).
Ecstasy,	ec (out of)	sta (G. stand)	sy (abstract noun ending).
Darling,		dar (S. dear)	ling (diminutive ending).
Introduce,	intro (within)	duce (L. lead)	

Lists of prefixes, affixes, and roots are to be found in so many different kinds of school-books, that they may well be omitted here.

SYNTAX.

Syntax is that part of grammar which treats of Sentences.

A Sentence is a number of words in which some statement or assertion is made.

The structure of sentences may be learned by either of two processes,—the one called *Synthesis*, the other *Analysis*.

Synthesis, i. e. placing together, or the formation of sentences, is guided by certain *rules of construction*.

Analysis, i. e. taking to pieces, consists of methods for breaking up of sentences into their constituent parts.

RULES OF CONSTRUCTION.

These may be comprised under two heads, viz., *Concord*, *Government*.

Concord is the agreement of one word with another person, number, &c.

The rules of Concord are :—

- (1) A verb agrees with its nominative in number person ; as, I write, he writes.
- (2) The pronoun agrees with the noun for which stands in number and gender ; as, As Tom walking with his sister he trod upon her dress.
- (3) The relative agrees with its antecedent in person, number, and gender ; as, The man who died has been caught ; the dog which bit me was sh.

That the adjective agrees with its substantive has one application in English, viz., in the use of the demonstratives.

Government is the power which one word has over another in determining its case or mood.

The rules of government are :—

- (1) Transitive verbs govern the objective case ; as, I like both him and his sister.
- (2) Prepositions govern the objective case ; as, He went with me across the fields.
- (3) One verb governs another in the infinitive mood ; as, He likes to have his own way, but I'll make him (to) do it.

These general rules have many modifications, which can be best treated of by taking those relating to each part of speech separately.

RULES RELATING TO THE NOUN.

1. The Nominative Case.

- (a) A verb agrees with its subject or nominative in number and person.
- (b) Two or more singular nouns joined by *and*, require the verb to be plural ; as, Mary and Jane are here.
- (c) Two or more singular nouns joined by *or* or *nor* require the verb to be singular ; as, Either Mary or Jane is here.
- (d) A collective noun requires the verb to be singular or plural according as unity or plurality is implied ; as, The jury was unanimous ; the jury were unable to arrive at a decision.
- (e) A noun (or pronoun) followed by a participle, and standing independent of the rest of the sentence, is said to be the **nominative absolute** ; as, The policeman appearing, they all ran off.
This was called the *dative absolute* in Anglo-Saxon ; in Latin it is known as the *ablative absolute*, in Greek as the *genitive*.
- (f) When a person or thing is spoken to, it is said to be the **nominative of address** ; as, Tom, where are you ?

This is called the *vocative case* in other languages.

- (2) Indeterminately with words of any number, gender, or person ; as, Who is it ? It is I, she, or they.
 - (3) To express causes or operations that we are unable to state fully ; as, It feels cold ; Come fairies trip it on the grass.
 - (4) As the representative of a phrase or sentence ; as, It is amusing to hear his poor attempts at wit ; It is unnatural that we should make war upon each other.
- (b) The *relative* agrees with its antecedent in person, number, and gender ; as, I respect the man who does his duty.

The case of the relative is decided by the verb in its own sentence ; as, The boy who beat me ; the boy whom the master beat.

- (c) *Than* is followed by the objective case of the relative ; as, He was a man, a better than whom never existed.

That is used and not *who* or *which*, in the following cases:—

- (1) After the interrogative *who* ; as, Who that has seen him, &c.
- (2) After the word *same* ; as, The same horse that won the Derby.
- (3) After the superlative degree ; as, The best that could be found.
- (4) After mixed antecedents ; as, The huntsman and hounds that passed.

RULES RELATING TO THE VERB.

- (a) One verb governs another in the infinitive mood ; as, I want to remain.
- (b) The sign *to* is omitted after the mood auxiliaries, together with *bid*, *dare*, *feel*, *hear*, *let*, *see*, *make*, &c. ; as, I made him come.
- (c) Some verbs of motion form their perfect tenses with *be* instead of *have* ; as, She is come ; they were arrived.
- (d) The infinitive, imperative, and participle are sometimes used absolutely ; as, Several, say half-a-dozen, set upon me. To speak candidly, he is dishonest.

- (e) In compound sentences a proper sequence of tenses must be observed ; as, He believes he can do it ; he believed he could do it.
- (f) The perfect participle, and not the past tense, must be used after the verbs *have* and *be* ; as, It was written by me ; they have broken the rule.

RULES RELATING TO THE ADJECTIVE.

- (a) The adjective generally comes before the noun it qualifies, but when more than one is used, or when the adjective is itself qualified, it usually follows the noun ; as, An oval table ; a request unreasonable, insulting, and unjust ; a woman vain of her beauty.
- (b) The comparative degree should be used in comparing two objects ; as, Who is the taller, John or William ?
- (c) Double comparatives and superlatives should be avoided.

These are, however, sometimes used with great effect, especially in poetry, in order to intensify the expression ; *e. g.*, I am less than the least of the apostles ; This was the most unkindest cut of all ; The Most Highest.

- (d) The article* must be repeated when different objects are meant ; as, A black and a white man tried to stop me.

Adjectives are used in many different ways, *e. g.*,

- (1) *Qualifying* nouns ; as, Dirty hands.
- (2) *Predicatively* of nouns ; as, Your hands are dirty.
- (3) *Factitively* of nouns ; as, Wash your face clean.
- (4) As *nouns* ; as, The righteous are bold as a lion ; the sweet and the bitter of life.
- (5) As *adverbs* ; as, We'll teach you to drink deep.

* The word *the*, when used with comparatives, is not the definite article, but the old ablative of *that*=by that : *e. g.*, The longer you delay the worse it will become=by that longer you delay by that worse it will become. Compare the Latin construction *quo—eo, quanto—tanto*.

RULES RELATING TO ADVERBS.

- (a) Adverbs should be placed so as to modify the word intended ; as, He struck me only once ; I only looked at him.
- (b) Adjectives are sometimes used as adverbs ; compare, He came *late* to dinner, with, He came here only *lately*.
- (c) Two negatives in English make an affirmative ; as, I never received nothing from him.

By the introduction of the word *only* we can preserve the negation ; e. g., He is not only not liked, but is positively hated. Mistakes frequently occur in the use of affirmative and negative particles in answering questions. We are apt to reply to the matter without thinking of the form ; e. g., Do you not like sea-bathing ? No, I don't, should be, Yes, I don't. *No* is the opposite to *yes* ; whether or no, should be, whether or not, except before a suppressed noun.

RULES RELATING TO PREPOSITIONS.

- (a) Prepositions govern nouns and pronouns in the objective case, as indirect objects ; as, Come home with me.
- (b) Prepositions added to intransitive verbs, often make them transitive ; e. g., to laugh at ; run through, &c.
- (c) Particular prepositions must be used after certain verbs ; as, to despair of, cope with, differ from, astonished at, &c.

RULE RELATING TO CONJUNCTIONS.

Conjunctions join the same moods and tenses of verbs, and the same cases of nouns and pronouns ; as, I told both him and them ; I shall go and (shall) see for myself.

Note that, besides conjunctions, prepositions, relative pronouns some adverbs, and copulative verbs connect.

ANALYSIS OF SENTENCES.

A sentence is a number of words in which some statement or assertion is made.

Every sentence consists of at least two parts, a subject and a predicate.*

The **subject** of a sentence is the person or thing spoken about.

The **predicate** is the statement made about the subject, *e. g.*,

<i>Subject.</i>	<i>Predicate.</i>
The wind	blew.
He	was drowned.
The habit of early rising	is conducive to health.

A phrase is a number of words which has a meaning, but in which no statement is made.

All phrases are equivalent to either nouns, adjectives, or adverbs, and are therefore called noun phrases, adjective phrases, or adverbial phrases, *e. g.*—

To get up early in the morning.	} Noun phrases.
Eating with moderation.	
• A girl of a sweet disposition.	} Adjective phrases.
A people loathing its oppressors.	
At half-past ten to night.	} Adverbial phrases.
On the table in the parlour.	

Every simple sentence must contain one *finite* verb ; a phrase does not. By a finite verb is meant any part of a verb that can be limited by having a nominative ; in other words, every form of the verb except the infinitive and the participles.

* It will easily be seen that subject and predicate are merely new names for nominative and verb, with this difference, that the latter are single words, while the former consist of the individual words together with all their adjuncts.

Besides the subject and predicate a sentence *may* have an object, *e. g.*—

<i>Subject.</i>	<i>Predicate.</i>	<i>Object.</i>
She	loved	me.
Tom	spilled	a bottle of ink.
The prisoner	was asked	sundry questions.

Every sentence, then, must have a subject and a predicate; and if the predicate is a transitive verb, it will have an object as well.

THE SUBJECT.

The Subject of a sentence is the person or thing spoken of.

It is therefore always a *noun*, or something equivalent to a noun: hence the subject of a sentence may be—

- (1) A **noun**; as, Tom ran off.
- (2) A **pronoun**; as, He went home.
- (3) An **adjective used as a noun**; as, The wicked will be punished.
- (4) A **noun phrase**; as, To be in pleasant company is delightful.
- (5) A **noun sentence**; as, That I should do my duty is imperative.

Since the subject of a sentence is a noun, it can only be qualified by an adjective, or something equivalent to an adjective. The subject may therefore be enlarged by—

- (1) **Adjectives**; as, Good, old, crusted port is very expensive.
- (2) **Nouns in apposition**; as, Milton the poet was blind.
- (3) **Nouns or pronouns in the Possessive Case**; as, My aunt's favourite cat died yesterday.
- (4) **Adjective phrases**; as, A house containing fourteen rooms is to let.
- (5) **Adjective sentences**; as, A boy who has no perseverance will never get on.

THE PREDICATE.

The Predicate is the statement made about the subject. It may consist of—

- (1) **One finite verb**; as, *She went home. They broke the treaty.*
- (2) **A copulative verb joined to any other notional words**; as, *He is a great fool ; she grows tall.*

In the latter case the second notions *fool* and *tall* are the real predicates, the statements made about he and she ; but they cannot be affirmed or predicated of the subjects without a verb being used. A verb used in this way is called the *copula*.

As the predicate of a sentence is always a verb, it can only be qualified or enlarged by an adverb, or something equivalent to an adverb. The predicate may therefore be enlarged by—

- (1) **Adverbs**; as, *She looks well and grows fast.*
- (2) **Adverbial phrases**; as, *I'll meet you, in ten minutes, at the end of the lane.*
- (3) **An adverbial sentence**; as, *He told me as we were coming home.*

In analysing, it should be stated whether the extensions of the predicate are of time, place, manner, cause, &c.

THE OBJECT.

The Object of a sentence is the person or thing to whom the action is done.

In the passive voice the object of the action is the nominative to the verb.

The object is always a noun, or something equivalent to a noun, and therefore it consists of the same kind of words and phrases, and is enlarged in the same ways as the subject ; hence it may be—

- (1) A **noun** in the objective case ; as, She broke the tumbler.
- (2) A **pronoun** ; as, We reminded him of his promise.
- (3) An **adjective** used as a noun ; as, Honour the brave.
- (4) A **noun phrase** ; as, We expected to see you here before.
- (5) A **noun sentence** ; as, I know where you live.

The object may be enlarged, too, by—

- (1) **Adjectives** ; as, We all like a jolly, good, Christmas dinner.
- (2) **Nouns in apposition, or possessive cases** ; as, The wind blew Tom the gardener's hat off.
- (3) **Adjective phrases, or sentences** ; as, She wore a bonnet decked with ribbons and flowers in profusion.

In analysing, the distinctions between direct, indirect, and factitive objects should be noted.

COMPOUND SENTENCES.

A Compound Sentence contains two or more simple sentences combined.

When these sentences are of equal importance, and do not depend upon each other, they are said to be **co-ordinate**.

When they are not of equal importance, but one is a mere modification or completion of the other, the main statement is called the **principal sentence**, the other **subordinate** to it, *e. g.*—

Tom took hold of it, but I had more sense.	} Co-ordinate.
I felt very much annoyed, and yet it was	
impossible to be angry with him.	

I'll return immediately I have had dinner. } **Principal**
 People who mind the affairs of others } **and**
 generally neglect their own. } **Subordinate.**

Subordinate sentences, like phrases, are of three kinds; and are either nouns, adjectives, or adverbs expanded into sentences. The subordinate parts of a compound sentence are frequently called **clauses**; hence there are *noun clauses*, *adjective clauses*, and *adverbial clauses*, or sentences.

- A *wise* man looks to the future (adjective).
 (a) A man of *wisdom* looks to the future (adjective phrase).
 A man *who is wise* looks to the future (adjective clause or sentence).
 He fought *valiantly* (adverb).
 (b) He fought *with great pluck* (adverbial phrase).
 He fought *as a brave man fights* (adverbial clause or sentence).
Charity is a Christian virtue (noun).
 (c) *To be charitable* is a Christian virtue (noun phrase).
That we should be charitable is our duty (noun clause or sentence).

A **noun sentence** is a noun expanded into a sentence. (See example (c) above).

As a noun is either the subject or object of a sentence, a noun clause occupies the place of either the subject or object of the principal sentence, *e. g.*—

The crowd shouted out, *God save the Queen!* } **Noun clauses**
 I told you *that he would do so.* } **objects to**
 I fear *he mistook my meaning.* } **the principals.**

Where he was born is not accurately known. } **Noun clauses**
 It is uncertain *when the ship will sail.* } **subjects to**
That he was unsuccessful did not damp his } **the principals.**
 ardour.

An **adjective sentence** is an adjective expanded into a sentence. (See example (a) above.)

As adjectives qualify nouns, an adjective clause enlarges either the subject or object of the principal sentence.

The people <i>who live there</i> came from America.	} Adjective clauses attached to the subjects of the principals.
The book <i>that I gave him</i> was spoiled.	
The grave is now grown over with grass <i>where our little darling lies</i> .	

I remember with pleasure the spot <i>where first we met</i> .	} Adjective clauses attached to the objects of the principals.
They gave me a welcome <i>such as I did not anticipate</i> .	
We saw the man <i>who did it</i> .	

An **adverbial sentence** is an adverb expanded into a sentence.
(See example (b) above.)

As adverbs qualify verbs, adjectives, or adverbs, adverbial clauses generally extend the *predicate* of the principal sentence, *e. g.*—

The wheel came off <i>as we were driving down the hill</i> .	} Adverbial clauses extending the predicates of the principals.
<i>Where thou goest</i> , I will go.	
<i>If you wish to be respected</i> , you must act honourably.	
I did so <i>because I considered it my duty</i> .	

It must be noted that, as the predicate sometimes consists of a noun, or an adjective, or even an adverb, clauses of different kinds may be attached to these words rather than to the verb, *e. g.*—

St. Helena is the island *where Napoleon died*.

She was beautiful *even beyond what I had conceived*.

He looked so tired *that I could not help asking him to ride with me*.

Having gone through the analysis of simple sentences, and seen the various relations subsisting between the parts of a compound sentence, it will be well to adopt some fixed expressions for indicating these relations.

It has been already shown that,—

- (a) When of equal importance, sentences are said to be *co-ordinate* with each other ; e. g., Sentence A co-ordinate with B and C : B co-ordinate with A and C, &c.
- (b) When one sentence depends upon another, the main statement is said to be the *principal* sentence, the other *subordinate* to it. This subordination may be fully stated as follows—A being the principal, and B the subordinate sentence—
 - (1) B *noun sentence*, subject or object to A.
 - (2) B *adjective sentence*, qualifying — in A.
 - (3) B *adverbial sentence* to — in A.

SPECIMENS OF ANALYSIS.

1st Model.

SUBJECT.	ENLARGEMENT OF SUBJECT.	PREDICATE	ENLARGEMENT OF PREDICATE.	OBJECT.	ENLARGEMENT OF OBJECT.
The Castle	old	resisted	several months	the siege.	
The Committee	having met,	elected	unanimously	Mr. Smith,	the largest Shareholder, Chairman.
The manufacture	of silk	was introduced	into England from France.		
The Jury,	worn out with fatigue and hunger,	found,	at half-past one in the morning,	the prisoner	guilty.

2nd Model.

William Tyndale, the reformer, printed the first edition of the New Testament at Antwerp in 1526.

William Tyndale	— <i>subject</i> .
the reformer	—enlargement of subject.
printed	— <i>predicate</i> .
the first edition	— <i>object</i> (direct).
of the New Testament	—enlargement of object (indirect).
at Antwerp	—enlargement of predicate (place)
in 1526.	—enlargement of predicate (time)

These acts of vigour and vigilance, unflinchingly executed by Sir John Lawrence's lieutenants, soon relieved the province from the immediate danger of military revolt.

- | | |
|--|-----------------------------------|
| a. These acts | — <i>subject</i> of the sentence. |
| b. of vigour and vigilance, | —1st enlargement of <i>a</i> . |
| c. unflinchingly executed | —2nd enlargement of <i>a</i> . |
| d. by Sir John Lawrence's lieutenants, | } enlargement of <i>c</i> . |
| e. soon | —enlargement of <i>f</i> . |
| f. relieved | — <i>predicate</i> of sentence. |
| g. the province | — <i>object</i> of sentence. |
| h. from the immediate danger | } enlargement of <i>g</i> . |
| i. of military revolt. | —enlargement of <i>h</i> . |

3rd Model.*

It is a melancholy fact, that many of the ills of life, which are sent for our good, produce no impression upon us.

- a.* It is a melancholy fact —principal sentence to *b.*
b. [that] many of the ills of life produce no impression upon us } noun sentence subject to *a.*
c. which are sent for our good. } adjective sentence to “ills” in *b.*

Thrice is he armed that hath his quarrel just,
 And he but naked though locked up in steel
 Whose conscience with injustice is corrupted.

- a.* Thrice is he armed —principal to *b.*, co-ordin. with *c.*
b. that hath his quarrel just—adjective sentence to “he” in *b.*
c. [and] he but naked } principal to *d.*, co-ordinate with *a.*
 though locked up in steel
d. whose conscience with injustice is corrupted. } adjective sentence to “he” in *c.*

4th Model.

Within a window'd niche of that high hall
 Sate Brunswick's fated chieftain; he did hear
 That sound the first amid the festival,
 And caught its tone with death's prophetic ear;
 And, when they smiled because he deemed it near,
 His heart more truly knew that peal too well
 Which stretched his father on a bloody bier,
 And roused the vengeance blood alone could quell.

* The connecting links are put in a bracket thus []: any word substituted thus (). Note that relative pronouns are connectives as well as subjects or objects, and that adverbial conjunctions connect as well as extend the predicate.

SENTENCE.	KIND.	SUBJECT AND ITS ENLARGEMENT.	PREDICATE.	OBJECT AND ITS ENLARGEMENT.	EXTENSION OF PREDICATE.
A Within a window'd niche of that high hall sate Brun- swick's fated chief- tain;	Prin. Sent. Co-ord. with B. C. D.	Brunswick's fated chief- tain	sate		within window niche o that hi hall (p
B He did hear that sound the first amid the festival,	Prin. Sent. Co-ord. with A. C. D.	he	did hear	that sound	the fir amid t festival (ti
C And caught its tone with Death's prophetic ear;	Prin. Sent. Co-ord with A. B. D.	[and] he	caught	its tone	with de prophe ear (ins m
D And his heart more truly knew that peal too well	Prin. Sent. to E. F. H.	[and] his heart	knew	that peal	more tr too we (deg
E Which stretched his father on a bloody bier,	Adj. Sent. to "peal" in D.	which	stretched	his father	on a blo bier (p
F And roused the vengeance	Adj. Sent. to "peal" in D.	[and] (which)	roused	the vengeance	
G Blood alone could quell.	Adj. Sent. to "vengeance" in F.	blood alone	could quell	(which vengeance)	
H When they smiled	Adv. Sent. to "knew" in D.	[when] they	smiled		
K Because he deemed it near.	Adv. Sent. to "smiled" in H.	[because] he	deemed	it (direct near (facti- tive)	

PARSING.

To parse words is to tell what parts of speech they are, and to name all the peculiarities of their inflection, and syntactical relation.

The pupil should be accustomed from the very first to point out the parts of speech in the Exercises, or in an ordinary reading book. He should be able to distinguish nouns, verbs, adjectives, and pronouns accurately before proceeding further, for unless he thoroughly masters these, what follows will be a complete maze to him. As he advances in the inflection of words he should be expected to add more and more particulars to his parsing; and it would be well if the teacher anticipated some of the fundamental rules of Syntax, so as to make it complete as soon as possible. Parsing ought to embrace not only every important particular respecting individual words, but especially the connection which subsists between them.

The following scheme will accomplish this double object.

The Noun.

Kind . . . Proper.
Common.
Abstract.

Person . . (if 1st. or 2nd., the 3rd. need not be mentioned.)

Number . . Singular.
Plural.

Gender . . (if masculine or feminine.)

Case . . . Nominative to — .

” absolute.
” of address.
” in apposition with — .

Objective: direct object after — .

” indirect object after — .
” factitive object in apposition with — .
” cognate object after — .
” reflexive object after — .
” adverbial object after — .

Possessive: limiting — .

The Adjective.

- Kind* . . . (Of quality), qualifying — .
 or, used predicatively of — .
 or, used factitively of — .
 — degree (if comparative or superlative).
- Numeral* : definite } limiting — .
 indefinite }
- Demonstrative* : limiting — .

The Verb.

- Kind* . . . Transitive.
 Intransitive.
 Copulative — connecting the subject — with predicate — .
 Impersonal.
 Defective.
 Auxiliary of mood, expressing — , joined to the infinitive — .
- Voice* . . . Active.
 Passive.
- Mood* } Indicative: Present, past, or future (perfect, or
Tense } imperfect).
 Imperative: (Tense need not be mentioned.)
 Subjunctive: Present, past, or future ;—old, or modern form.
 Infinitive: Present imperfect, or perfect, modified by the auxiliary — ; nominative to — ; or, objective after — .
- Number and Person* } Singular, or plural.
 { 1st., 2nd., or 3rd. person, agreeing with its nom. — .
- Gerund* (or dative of the infinitive), governed by — , expressing — .
- Participle*, perfect or imperfect, joined to the auxiliary — to form the — tense, or — voice ; or, used as an adjective to — .

The Pronoun.

Kind . . . Personal, . . . (simple, or compound, of each kind).
 Relative, . . . agreeing with its antecedent — (with-
 out stating the number, gender, or
 person).

Interrogative.

(Indefinite).

(Possessive), . — limiting —.

(Demonstrative).— " —.

Person . 1st., 2nd., or 3rd.

Number Singular, or plural (or plural used for singular).

Gender . Masculine, feminine, or neuter.

Case **Nominative to —.**

absolute.

Objective, direct object after —.

indirect

Possessive, limiting — understood.

The Adverb.

Kind **Of time,** **modifying — .**

place, —

manner, " —

degree, &c., ,, —.

Adverbial conjunction, connective

— Adverbial conjunction, connecting — with —.

The Preposition.

— governing —.

The Conjunction.

— Copulative, connecting — with — .

Disjunctive, " — " —

Causal, . . . " — " — .

Adverbial, . " — " — .

EXAMPLES OF PARSING.

First kind. This should be nothing more than the underlining of nouns, verbs, adjectives, &c., or the writing of easy sentences in a column, with the names of the parts of speech opposite.

Second kind (when classification has been mastered).

She	—pronoun personal.	Lend	—verb transitive.
purposely	—adverb, mod. tore.	me	—pronoun personal.
tore	—verb transitive.	your	—pronoun possessive.
the	—article definite.	old	—adjective, qualifying knife.
leaf	—noun common.	knife,	—noun common.
out	} —preposition.	Tom,	—noun proper.
of		as	—conjunction causal.
the	—article definite.	I	—pronoun personal.
magazine	—noun common.	want	—verb transitive.
which	—pronoun relative.	to	} —verb transitive.
had	} —verb.	cut	
been		this	—adjective demonstra- tive.
lent	} —pronoun personal.	apple	—noun common.
me.		in	—preposition.
		two.	—adjective numeral.

Third kind.

Take	—verb transitive, imperative.
the	—article definite.
instant	—adjective, qualifying "way."
way,	—noun common, singular, objective, after "take."
for	—conjunction causal, joining "take," &c., with "travels," &c.
honour	—noun abstract, singular, nominative to "travels."
travels	—verb intransitive, indicative, present, third person, singular.
in	—preposition, governing "strait."
a	—article indefinite.
strait	—noun common, singular, objective.
so	—adverb, modifying "narrow."
narrow	—adjective, qualifying "strait."
where	—adverbial conjunction of place.
one	—adjective numeral, limiting "person" understood.
but	—only—adverb, qualifying "one."
goes	—verb intransitive, indicative, present, third person, singular.
abreast	—adverb, modifying "goes."

From *that* bleak tenement
He many an evening*, to his distant home
 In solitude *returning*, *saw* the hills
Grow larger in the darkness ; *all alone*
 Beheld the stars come out above his head,
 And travelled through the wood, with *no one* near
 To *whom* he *might confess* the things he saw.

- That —demonstrative adjective, limiting "tenement."
 he —pronoun pers., 3rd per. sing., masc., nom. to "saw" and
 "beheld."
 returning—participle imperfect, used as an adj. qual. "he."
 saw —verb trans. indic., past, 3rd per. sing.
 grow —verb intrans., infinitive, present, after "saw."
 larger —adjective, comp. degree, used factitively of "hills."
 in —preposition, gov. "darkness."
 the —article def.
 darkness —noun abs., obj.
 in the darkness—an adverbial phrase, mod. "saw the hills grow."
 all —adverb=entirely, mod. "alone."
 alone —adjective, qual. "he."
 no —the zero of numeral adjectives, limiting "one."
 one —pronoun indef., used for person.
 no one=noun=nobody, obj. after "with."
 whom —pronoun rel., agreeing with its antecedent "no one," obj.,
 governed by "to."
 might —mood auxiliary, past tense, 3rd per. sing., expressing power.
 confess —verb trans., infin. present, governed by "might."
 might confess—verb trans., poten., past, 3rd per. sing., agreeing
 with "he."

* "Many an evening" is an adverbial phrase modifying returning. Being an idiom it requires a little explanation: *many* is here a substantive derived from the A. S. *menigeo*—a multitude, and *a* is probably a corruption of the preposition *of*—the whole expression meaning "a many of evenings." In the somewhat similar expressions "a many troops," "a many days," *many* is still a substantive, while *troops* and *days* are in the possessive case by juxtaposition, *of* being understood before them. These and all such idioms can only be parsed after being translated, as it were, into their equivalent grammatical forms.

EXERCISES.

ON THE PARTS OF SPEECH.

1. Write out a list of 12 common nouns, 12 proper nouns, and 12 abstract nouns.
2. Underline the nouns and doubly-underline the verbs in the following sentences:—

The wind blows. Tom ran home. My uncle bought a horse and carriage. Jane wrote a letter to her aunt. The parliament met yesterday. Lisbon was destroyed by an earthquake. Mr. Smith the grocer gave me sixpence. St. Helena lies in the middle of the Atlantic Ocean. The cook slipped and broke the tureen. Lord Derby lives at Knowsley, near Liverpool. The Dutch won a great victory. Charity covereth a multitude of sins. A thing of beauty is a joy for ever.

3. Make 12 sentences, each with a noun and a verb in it.
4. Write out the nouns, verbs, and adjectives in the following sentences in three separate columns:—

A good boy loves his parents. The old soldier had a wooden leg. The poor child was terrified at the tall, ugly, old woman.

Bold Robin Hood was a forester good,
As ever drew bow in the merry green wood.

It was a lovely evening in the leafy month of June, as we were returning from our pleasant pic-nic. After a large plum-pudding came in mince pies, blancmange, and Stilton cheese. They galloped, and trotted, and cantered the poor donkey the whole day. He is a handsome, dark-complexioned man, and I believe our foolish Nelly loved him at first sight.

By heaven, methinks it were an easy leap
To pluck bright honour from the pale-faced moon.

5. Pick out the pronouns in the following sentences, and write opposite to each what noun it stands for:—

The boy who did it ought to be ashamed of himself. I told your son that, unless he learned his lessons, I should punish him. Mrs. Jones was revered by the poor, they thought her their greatest benefactor. Run and tell them that dinner is ready, and that it will soon be spoiled. Who told you so? ~~Those who~~

accuse Shakespeare of having wanted learning praise him most. They placed him under the charge of a nurse, who tended him as her own child. She loved me for the dangers I had passed. Tom gave me some, but they were such as did not suit me.

6. Write opposite to the nouns, pronouns, adjectives, and verbs in the following sentences what kind they are, *e. g.* whether common, abstract, numeral, transitive, &c.:—

The dog which barked at me has been sold. Our old mare kicked the groom as he was saddling her. Look at this beautiful painting and tell me what you think of it. Tom found some pretty little eggs in that nest. Our clumsy servant broke that pretty ornament for which I gave seven and sixpence. This knife cost a shilling when it was new; I will sell it to you for three-half-pence. Nobody believes what a liar says, he has deceived so many people before. Jane, go and wash those dirty hands, you untidy little puss. Conscience makes cowards of us all. We all admire what is good and true.

There is no vice so simple, but assumes
Some mark of virtue on his outward parts.

7. Write out 12 sentences, each containing a noun, a verb, and an adjective; as, the poor old man died yesterday.
8. Write out 12 sentences, each containing a noun, a pronoun, and a verb; as, I told Mary how pretty she looked.
9. Add suitable adjectives and verbs to the following nouns:—
Wind, top, cow, child, terrier, river, moon, carriage, aunt, ocean, William, fire, truth, fish, grammar, tart, health.
10. Point out the adverbs in the following sentences, and say what words they modify:—

Slowly and steadily he mounted the stairs. You have written this uncommonly well. I have told you once, now do it immediately. She quite frightened me standing still in her pure white muslin. He is still very ill, though the doctor told us yesterday that he is now quite out of danger. Death cometh soon or late. He will doubtless act as you say, but I will never agree to it. How and where shall I get what I so much need? He sometimes comes home very late. They are certainly in the wrong, but I'm greatly afraid they will never confess it. You are generally late. He is so unusually stupid. Play more slowly and carefully. You will do it better the oftener you try. Britons, strike home! I would rather know the worst at once, than be kept in suspense so long.

11. In the following sentences pick out the prepositions, and show what words they relate to each other :—

He ran down the lane and across the fields. Under the greenwood tree who so happy as we. Tom opened it with his penknife before my very eyes. As we were going down the street we saw him with his cousin on his arm. Harry jumped over the hedge into the ditch. Her tears fell fast at the recital. Climb up the tree and throw a few apples amongst us. Our house stands opposite yours, but betwixt the vicar's and Miss Smith's. The Assyrian came down like a wolf on the fold. Run up to my room; you'll find it in the bottom drawer. With regard to Tom, tell him he must remain at home.

12. Point out the conjunctions in the following sentences, and say what they join :—

Tom and I are good friends, but we don't think much of Jem. How could you believe that I could do such a thing ? It is a long time since we met. Because A is equal to B, and C is equal to B, therefore A is equal to C. He will not go unless we pay him well. Then, said he, except you apologise, and promise never to do so again, you shall taste the quality of this stick. I am neither sorry nor pleased. He must go in spite of his determination to the contrary. Both you and your brother may go, although neither of you deserve to be let off so easily. Tom also deserves praise, for he did his best. As that is the case, I tell you that I will have nothing to do with it.

13. Distinguish between the different kind of connecting words in the following sentences,—viz., between conjunctions, prepositions, adverbs, and relative pronouns :—

I say that that is not a conjunction. He told me that the pony that threw him had been sold. I met him where you left him. After you left he told me what had taken place. Though he did not pay me at the time that he promised, still I do not distrust him. Such an insult as that will result as I tell you. Now you have finished, perhaps you will allow me to say that what you have been urging is irrelevant to the subject. After you left, what do you think he said ? Tell him that, since he wishes it, I will wait till he comes. He told me how it happened. Go wherever you like, only let me not see you again for some time.

14. Underline the notional words, and doubly-underline the relational ones, in any of the exercises.

ON THE INFLECTION OF WORDS.

1. Write out the parts of speech that are not inflected, and those that are, and state in what respects each is inflected.
2. Write out the plurals of,—sow, chimney, staff, die, loaf, analysis, pea, sheep, knife, stuff, deer, lady, ox, penny, gipsy, beauty, donkey, radius, hero, thief, plough, mouse, grotto, mother-in-law, hateful, alms, Edwards, canto, Miss Bruce.
3. Write down the possessive case singular of,—sister, youth, Moses, oxen, goodness, rose, Prince of Wales, calves, James, men, Dr. Goss, sheep, Miss Roberts, thieves, another person, Burns, Mr. Cox, justice, the Lord Chief-Justice, man-of-war.
4. Give the comparative and superlative of,—bright, good, elegant, near, ill, little, pretty, red, amiable, far, fore, much, bad, useful, perfect, daily, holy, dim, few, greedy.
5. Parse fully the nouns and adjectives in the following sentences, after the model of the examples given :—

An upright man fears nobody.

upright—adjective, qualifying “man.”

man —noun common, singular, masculine, nominative to “fears.”

I like this picture.

this —adjective demonstrative, limiting “picture.”

picture—noun common, singular, objective after “like.”

The Russian army were defeated. A bright day is unusual here. We found him in my uncle's little orchard. A good piano will cost fifty pounds. Shakespeare the poet was born at Stratford, in Warwickshire. I never saw a more lovely face. My aunt's curls cost her three guineas. A good constitution and a contented mind are the greatest blessings a man can possess.

Meadows trim with daisies pied,
Shallow brooks, and rivers wide.

6. Write out the conjugation of the following verbs, in the active voice, without using auxiliaries :—
Praise, lay, talk, buy.
7. Write out the conjugation of the following verbs in the passive voice :—
Hate, kick, slay.

8. Conjugate look, speak, and walk, in the indicative mood, future tense, affirmatively and interrogatively.
9. Give the past tense and perfect participle of,—go, sit, think, lie (2), say, burst, wear, tell, choose, dare (2), run, sew, fall, fell, wipe, cut, read, drink, set, borrow, buy, see, wind, lay, dine, think, cleave (2), wound.
10. Decline the following pronouns—
He, who, we, which, she, one, they.
11. Parse fully the *verbs* in the annexed sentences—
I shall go. They have done it. He ought to know better. Take my arm. They must come. I have been young, but now am old. Have mercy upon us. It was sold for half price. Tom came just as we were finishing dinner. He must have been warned repeatedly. If he comes, tell him to wait. You should do as you are told. Should he repeat it tell me. I would you would go. If it were so it was a grievous fault.
I had rather be a dog and bay the moon
Than such a Roman.
12. Parse the *nominatives*, the *verbs*, and the *objectives* in the following sentences :—
Romans, what shall we do? Go, order him to come immediately. Clouds of smoke obscured our view. Why do you stare at me. Crowds of happy faces welcomed our arrival. Confusion on thy banners wait. This piece I for myself will take. Down the valley swept the tempest. Come live with me and be my love. I dare do all that doth become a man.
Now night her course began, and over heaven
Inducing darkness, grateful truce imposed,
And silence on the odious din of war.
Fortune her gifts may variously dispose,
And these be happy called, unhappy those.
13. Pick out the *adjectives* and *adverbs* in the examples given below, and state fully what they qualify, modify, or limit :—

She was wild with delight upon hearing that her brother was safe. Some people foolishly attempt impossibilities. Few and short were the prayers we said. Redder yet those fires shall glow. The foremost rank rushed headlong down the hill. They fall successive, and successive rise. Yonder hoary-headed man spends his time peacefully in this lovely vale. You hit too hard.

seldom see my kind benefactor now. She stopped at last, and hurriedly glanced o'er the fearful scene around her. I cannot see that our affairs are grown so desperate. Call you me fair?

And as Virginus through the press his way in silence cleft,
Ever the mighty multitude fell back to right and left.

14. Parse fully the following sentences :—

At the foot of the hill was a hermit's cell, in which the frightened lovers took refuge. He might be civil, for politeness costs nothing. The stimulus supplied by examinations makes boys work with greater zeal. O that mine enemy would write a book ! They remarked his depression of spirits, but never thought it would come to this. The rose by any other name would smell as sweet. None are poor but those who want faith in God's providence. It is natural to man to indulge in the illusions of hope. The advantages of a sound education cannot be overrated.

Others for language all their care express,
And value books, as women men, for dress.

When all the charms of life are gone,
The coward slinks to death, the brave live on.

The evil that men do lives after them ;
The good is oft interred with their bones.

15. Distinguish clearly between the words in italics in the examples below:—

A *burnt* child dreads the fire. Cranmer was *burnt* in the reign of Queen Mary. He is an *only* child. They were *only* afraid that the fellow would escape. I never saw you write *worse*. A *worse* day could not possibly be. *Enough* is as good as a feast. He *becomes* worse every day. That bonnet *becomes* you admirably. You have stayed long *enough*. He fell *on* the ground shouting, *On*, my brave boys ! She has *more* sense than her brother, though he is *more* diligent. Your *tread* is on an Empire's dust. Now *tread* we a measure, quoth young Lochinvar. He left long *since*. *Since* you desire it, I'll go. What a dreadful *bore* that fellow is, his speeches *bore* everybody. *One* likes to have *one* quiet day in the week. *That* friend of yours *that* told you *that* should know *that* it is a breach of confidence. *Both* of you may remain, as it is *both* right and expedient. Mark you his absolute *shall*. *Shall* I call again ? Those *Sabbath* bells. The *Sabbath* of the Jews. There's not a man *but* knows it, *but* who obeys it ?

6. Miscellaneous exercises in parsing:—

Each one thought in his heart that he, too, would go and do likewise. Every circumstance, my lords, concurs to prove that it was for Milo's interest that Clodius should live. I should like to know what business you have to interfere in matters which do not concern you. Low he lies to whom the proudest used to kneel once, and who was cast lower than the poorest; dead, whom millions prayed for in vain. He is given rather to lose a friend than a jest. Many a man lives a burden to the earth; but a good book is the precious life-blood of a master spirit, embalmed and treasured up on purpose to a life beyond life.

Hesperus, that led
The starry host, rode brightest, till the moon,
Rising in clouded majesty, at length,
Apparent queen, unveiled her peerless light,
And o'er the dark her silver mantle threw.

Poor naked wretches, wheresoe'er you are,
That bide the pelting of this pitiless storm,
How shall your houseless heads, and unfed sides,
Your looped and windowed raggedness, defend you
From seasons such as these?

Should we thus lead them to a field of slaughter,
Might not the impartial world with reason say,—
We lavished at our deaths the blood of thousands,
To grace our fall and make our ruin glorious?

I have sat and eyed
The thunder breaking from his cloud, and smiled
To see him shake his lightnings o'er my head,
And think I had no master save his own.

Know you not
Such touches are but embassies of Love,
To tamper with the feelings, ere he found
Empire for life.

We think our fathers fools, so wise we grow;
Our wiser sons, no doubt, will think us so.

Be not afraid to pray—to pray is right.
Pray, if thou canst, with hope; but ever pray,
Though hope be weak, or sick with long delay;
Pray in the darkness if there be no light.

She dwelt among the untrodden ways
Beside the springs of Dove;
A maid whom there were none to praise,
And very few to love.

Lifted up so high,
I disdained subjection, and thought one step higher
Would set me highest, and in a moment quit
The debt immense of endless gratitude—
So burdensome : still paying, still to owe !

The sun stood still, and was—behind the cloud
The battle made—seen sweating, to drive up
His frightened horse, whom still the noise drove backward.

SYNTAX.

1. Correct, where necessary, the following expressions, and give your reasons fully :—

She and me agree very well. He took her and I home. Tom and his uncle was sure to be there. One of my most valued books were torn. Between you and I, there is mischief in it. The whole flock were frightened, and flew off. He and I goes to school together. Whom do you think it was? Have not you and your brother been repeatedly warned? Have not either yourself or your sister done it? Who were you talking about then? This is Tom's and Harry's football, it was bought at Wilson's the toy-dealer's. Neither myself nor my wife were aware of the danger. We have had a calve's head for dinner. Is the childrens' breakfast ready? Five year's interest were demanded. All birds, save the hooting owl, was mute. Cod are very plentiful this year. He said that less than a hundred loaves are sufficient. Nothing but beef steak and bitter beer please him for dinner. Is it not me you mean?

2. These sort of people you will find very agreeable. The two first boys will get a prize. Let each of them be heard in their turn. Here are half a dozen, but neither of them will answer. What he said he is now sorry for it. He drew up a petition, where he freely represented his own merits. There are an abundance of treatises on the subject. Both his letters end the same. A great and a good man is above slander. To be sold cheap, a mahogany child's chair. Burn's Tam o' Shanter. A young and old man met me in the lane. I was afraid of the man escaping before the policeman came. How fortunate that neither of us were there.

His father and mother's name was on the blank sheet. Her nose very much resembles that of my aunt's. He bought a new pair of gloves. The poem in question is neither Burns nor Goldsmith's.

3. They have chose the part of honour and virtue. It was broke purposely. Go and lay down a little. It was no other but his own father. This originated from mistake. He can do it easier than you. I had purposed to have told you before. I shall have great pleasure in accepting your kind offer. I will not overlook it, neither now nor at any other time. She had ought to have gone. Looking at it attentively one sees new beauties. I think I will return to morrow. It was her and me that were chosen. His father led him to think that he will consider the proposal. Licensed to be drank on the premises. Don't you like it? No, I don't. There is, and never was a particle of truth in the statement. There was no one there but me. If an ox gore a man or woman so that they die.
4. Once there lived a poor woman, with two daughters, near a wood. He could neither stand or sit. What is the distinction between a noun and pronoun? A gentleman was met by two highwaymen riding alone over the heath. He showed me two different sorts, but I did not like any of them. The spirit and not the letter of the order are what we should observe. Did you notice the man and the dog which passed the window. If I were in your place I would have stopped away. His constant aim and delight were to help the poor. It is now a week since your cousin has arrived. He learnt me drawing. What is the use of his teacher warning him so often? Finish what you have begun.

Now either spoke, as hope or fear impressed,
Each their alternate triumph in the breast.

ANALYSIS.

1. Separate the subjects from the predicates in the following sentences :—

She looks well. Trees grow. The use of machinery has increased lately. Books are very cheap. The Great Exhibition of 1862 was held at Kensington. A fine sunset is one of the most gorgeous sights in nature. The poor fellow bore up bravely. The gallant ship comes proudly on. To punish the guilty and defend the weak is the object of law. Don't answer back. To go through life as pleasantly as possible is the sole concern of ~~thousands~~. Romping in a hay-field is one of the jolliest amusements I know. *Get away.* The meteor flag of England shall yet terrific burn.

The old gentleman seems more infirm every day. Habits so easily assumed are difficult to lay aside. The invention of gunpowder changed the art of war. Pursued by the mob he jumped into the river. Insects innumerable are found there. It is a great blessing to have a good constitution. A very tall lady looks anything but graceful.

2. Put in three columns the subjects, predicates, and objects of the following sentences :—

The rapidity of the vibrations causes the pitch of the note. He found a purse. It contained two shillings and three sixpences. Call me early. Good men turn away from praise. Most boys are fond of apples, nuts, and sweets. The Commons declared the throne vacant. I climbed the dark brow of the mighty Helvellyn. The English fleet sank and destroyed the whole of the French and Spanish ships. Gibbon wrote the Decline and Fall of the Roman Empire. Her voice was ever soft, gentle, and low. Send me a dozen collars and half-a-dozen pairs of socks. The policeman ran after the dog, but did not catch it. I believe him to be a great rogue. Don't do it again. Fragments of songs the old man sang, and carols of Christmas. His mother's bigotry and hatred George inherited, with the courageous obstinacy of his own race. The young imperial maiden of fifteen has now become a worn, discrowned widow of thirty-eight—grey before her time. To learn a foreign language requires great application. Bring flowers to deck her hair. The right wing the 42nd drove back.

3. Underline the enlargements of the subject, and doubly-underline those of the object :—

He knew the secret of making money, while his wife, that kind-hearted soul, could put it to the best use. Such proud disdain for the opinion of others makes us think him conceited. All lovers of truth and beauty must rejoice in the triumph of our worthy friend. Your brother Tom told me a very amusing fairy tale. The broken-hearted wife rejected all consolation, and, like Rachel, refused to be comforted. The government has been building many armour-plated ships and floating batteries. The poor child, trembling with fear, began her lonely walk through the wood. The young prince, aware of his danger, threw himself on his knees before his uncle. All the world knows the story of his malady ; all history presents no sadder figure. The state of his finances called forth the severest rebukes of his father. I shall never see the May upon the blackthorn, the leaf upon the tree. As lightning flashes through a cloud, the Greys and Enniskilleners pierced through the dark masses of Russians. Gladiateur, the

property of a French gentleman, was the winner of the Derby. Turning the corner suddenly we came upon a group of children making nose-gays.

4. Point out the extensions of the predicates in the following examples and state whether they are of time, place, manner, cause, instrument, &c. :—

He knocked me down with his revolver. They found me some hours afterwards, at the corner of the lane, quite insensible, and covered with blood. Trip it merrily on the grass.

Week in, week out, from morn till night,
You can hear his bellows blow.

From his side the last drops ebbing slow
From the red gash fall heavy, one by one,
Like the first of a thunder shower.

At length, taking each other despondingly by the hand, they went falteringly from the fatal hall. So light to the croup the fair lady he swung. What doeth she in the woods so late? Once in some far oriental kingdom a hawk suddenly flew at a majestic eagle. In shade let it rest like a delicate flower. Full knee-deep lies the winter snow. Once upon a time a sheep could be bought for about eighteen-pence. Amidst a great crowd of spectators they fought hand to hand for half an hour at least. After lunch they set to work again with increased vigour. Sadly and slowly they laid him down. The girls screamed at the top of their voices. At twelve precisely my coach was at the door.

High on the masts, with pale and livid rays,
Amid the gloom portentous meteors blaze.

Suddenly a tornado of round and grape rushed through from the terrible battery. At this very time an immense mass of Russian infantry was seen moving down towards the battery. The night rack came rolling up ragged and brown.

Upon the chancel casement, and upon that grave of mine,
In the early, early morning, the summer sun will shine.
Silently, one by one, in the infinite meadows of heaven,
Blossomed the lovely stars, the forget-me-nots of the angels.

5. Analyse the following sentences after both the 1st. and 2nd. Models :—

He first saw his wife at a pic-nic party. Charles XII. of Sweden was defeated at Pultowa by Peter the Great, Czar of Russia. Here, delighted, he has heard the rustling of these woods.

Shaggy, and lean, and shrewd, with pointed ears
 And tail cropp'd short, half lurcher and half cur,
 His dog attends him.

Poverty turns our thoughts too much upon the mere supplying of our wants. Magnus, with four thousand of his supposed accomplices, was put to death immediately, without a trial. The rudiments of every language, therefore, must be given as a task, not as an amusement. Though written amidst discouraging circumstances, "Tom Jones" bears no marks of haste.

(The sun) tinging all with his own rosy hue,
 From every herb and every spiry blade
 Stretches a length of shadow o'er the field.

After a few rounds the square became broken, and fled over the brow of the hill, leaving six or seven distinct lines of dead marking the passage of the fatal messengers.

O'er all the face of th' earth
 Main ocean flowed, not idle, but with warm
 Prolific humour, softening all her globe.

The midnight bell
 Did, with his iron tongue and brazen mouth,
 Sound one unto the drowsy race of night.

Over the roofs of the village
 Columns of pale, blue smoke, like clouds of incense ascending,
 Rose from a hundred hamlets, the homes of peace and contentment.

Of joys departed
 Not to return, how painful the remembrance !

6. In the following sentences underline those that are subordinate, and, in a bracket at the end of each, say whether they are noun, adjective, or adverbial sentences :—

I'll tell you when it suits me. Those lads that beat the donkey ought to be ashamed of themselves. I told him that no one would in future believe him. The carriage upset as we were turning the corner. That tongue of his, that bade the Romans mark him and write his speeches in their books, cried, Give me drink, Titinius. Who that had known him could believe that he would commit such an act? I reminded him that when he was in poorer circumstances he promised me his help. It is so annoying to hear a oox organ begin grinding just as one is preparing for an after-dinner nap, that I would willingly sign a petition to the legislature to prohibit music

in the streets altogether. What can you think of a man who refuses to subscribe, even when a beautiful young girl asks him to do so? Go out till I send for you. "Where's Tom?" said he, after he had looked round the room. When you are asked to come, come at once. I know no sweeter spot than that where first we met. The taking of Magdala, which everybody thought to be impossible, was a very easy matter. She loved me for the dangers I had passed, and I loved her that she did pity them.

Oh, let us keep the soul embalmed and pure
In living virtue, that, when both must sever,
Although corruption may our frame consume,
The immortal spirit in the skies may bloom.

7. Analyse the following sentences after Model 3 :—

It must be confessed that the aspect of the dwelling where she was to fix her residence was by no means inviting.

One hand she pressed upon that aching spot,
Where beats the human heart, as if just there,
Though an immortal, she felt cruel pain.

The snow which covered the fields, and the ice which was on the rivers, melt away when she breathes upon them. Columbus, made such repairs as he could, took in fresh provisions at the Canaries, where he remained about three weeks, and then directed his course still to the westward. We had not gone far, when Sir Roger, popping out his head, called the coachman down from his box, and upon presenting himself at the window, asked him if he smoked. Honour thy father and thy mother, that thy days may be long in the land which the Lord thy God giveth thee.

This fight did last from break of day
Till setting of the sun ;
For when they rung the evening-bell
The battle scarce was done.

Triumphant arch that fill'st the sky
When storms prepare to part,
I ask not proud Philosophy
To teach me what thou art.

When the dreams of life are fled,
When its wasted lamps are dead,
When in cold oblivion's shade
Beauty, fame, and power are laid ;
Where immortal spirits reign
There we three meet again.

As soon as we turned the corner of the road, the scene that burst upon our view was beautiful beyond description.

If thou would'st view fair Melrose aright,
Go visit it by the pale moonlight ;
For the gay beams of lightsome day
Gild but to flout the ruins grey.

8. Analyse the following sentences after Model 4 :—

Lastly came Winter, clothed all in frieze,
Chattering his teeth for cold that did him chill :
Whilst on his hoary beard his breath did freeze,
And the dull drops, that from his purpled bill,
As from a limbeck, did adown distill.

Grant they be so, while they rest unknown
What need a man forestall his date of grief,
And run to meet what he would most avoid.

When a stag is closely pursued by dogs, and feels that he cannot escape from them, he flies to the best position he can, and defends himself to the last extremity.

As to why sentence of death and execution should not be passed upon me, according to law, I have nothing to say ; but as to why my character should not be relieved from the imputations and calumny thrown out against it, I have much to say.

Breathes there a man with soul so dead,
Who never to himself hath said,
This is my own, my native land !
Whose heart hath ne'er within him burn'd,
As home his footsteps he hath turned,
From wandering on a foreign strand ?

This tale did Margaret tell with many tears ;
And, when she ended, I had little power
To give her comfort, and was glad to take
Such words of hope from her own mouth as served
To cheer us both.

Some writers, whose works will continue to instruct and delight mankind to the remotest ages, have been placed in such situations that their actions and motives are as well known to us as the actions and motives of one human being can be known to another.

Lightly they'll talk of the spirit that's gone,
And o'er his cold ashes upbraid him,—
But little he'll reck, if they let him sleep on
In the grave where a Briton has laid him.

Can gold calm passion, or make reason shine ?
 Can we dig peace or wisdom from a mine ?
 Wisdom to gold prefer, for 'tis much less
 To make our fortune than our happiness :
 That happiness which great ones often see,
 With rage and wonder, in a low degree,
 Themselves unblessed.

Who noble ends by noble means obtains,
 Or failing smiles in exile or in chains,
 Like good Aurelius should he reign, or bleed
 Like Socrates, that man is blest indeed.

As Sir Roger is landlord to the whole congregation, he keeps them in very good order, and will suffer nobody to sleep in church besides himself ; and if by chance he has been surprised into a short nap at a sermon, upon recovering out of it he stands up and looks about him, and if he sees anybody else nodding, either wakes him himself, or sends his servants to them.

If the man who turnips cries
 Cry not when his father dies,
 'Tis a proof that he would rather
 Have a turnip than his father.

Thoughtless of beauty, she was Beauty's self,
 Recluse among the close-embowering woods.
 As in the hollow breast of Apennine,
 Beneath the shelter of encircling hills
 A myrtle rises, far from human eyes,
 And breathes its balmy fragrance o'er the wild ;
 So flourished blooming, and unseen by all,
 The sweet Lavinia.

Come evening, once again, season of peace ;
 Return sweet evening, and continue long !
 Methinks I see thee in the streaky west,
 With matron-step slow moving, while the night
 Treads on thy sweeping train ; one hand employed
 In letting fall the curtain of repose
 On bird and beast, the other charged for man
 With sweet oblivion of the cares of day :
 Not sumptuously adorned, nor needing aid
 Like homely-featured night, of clustering gems ;
 A star or two, just twinkling on thy brow,
 Suffices thee ; save that the moon is thine
 No less than hers.

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It was not by vile loitering at ease
That Greece obtained the brighter palm of art,
That soft yet ardent Athens learnt to please,
To keen the wit, and to sublime the heart,—
In all supreme ! complete in every part !
It was not thence majestic Rome arose,
And o'er the nations shook her conquering dart ;
For sluggard's brow the laurel never grows ;—
Renown is not the child of indolent repose.

Thy husband is thy lord, thy life, thy keeper,
Thy head, thy sovereign ; one that cares for thee,
And for thy maintenance commits his body
To painful labour both by sea and land,
To watch the night in storms, the day in cold,
While thou liest warm at home, secure and safe :
And craves no other tribute at thy hands
But love, fair looks, and true obedience :—
Too little payment for so great a debt.

Earth has not anything to show more fair ;
Dull would he be of soul who could pass by
A sight so touching in its majesty :
This city now doth like a garment wear
The beauty of the morning ; silent, bare,
Ships, towers, domes, theatres, and temples lie
Open unto the fields and to the sky,
All bright and glittering in the smokeless air.
Never did sun more beautifully steep,
In his first splendour, valley, rock, or hill ;
Ne'er saw I, never felt, a calm so deep !
The river glideth at his own sweet will :
Dear God ! the very houses seem asleep,
And all that mighty heart is lying still.

FINIS

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